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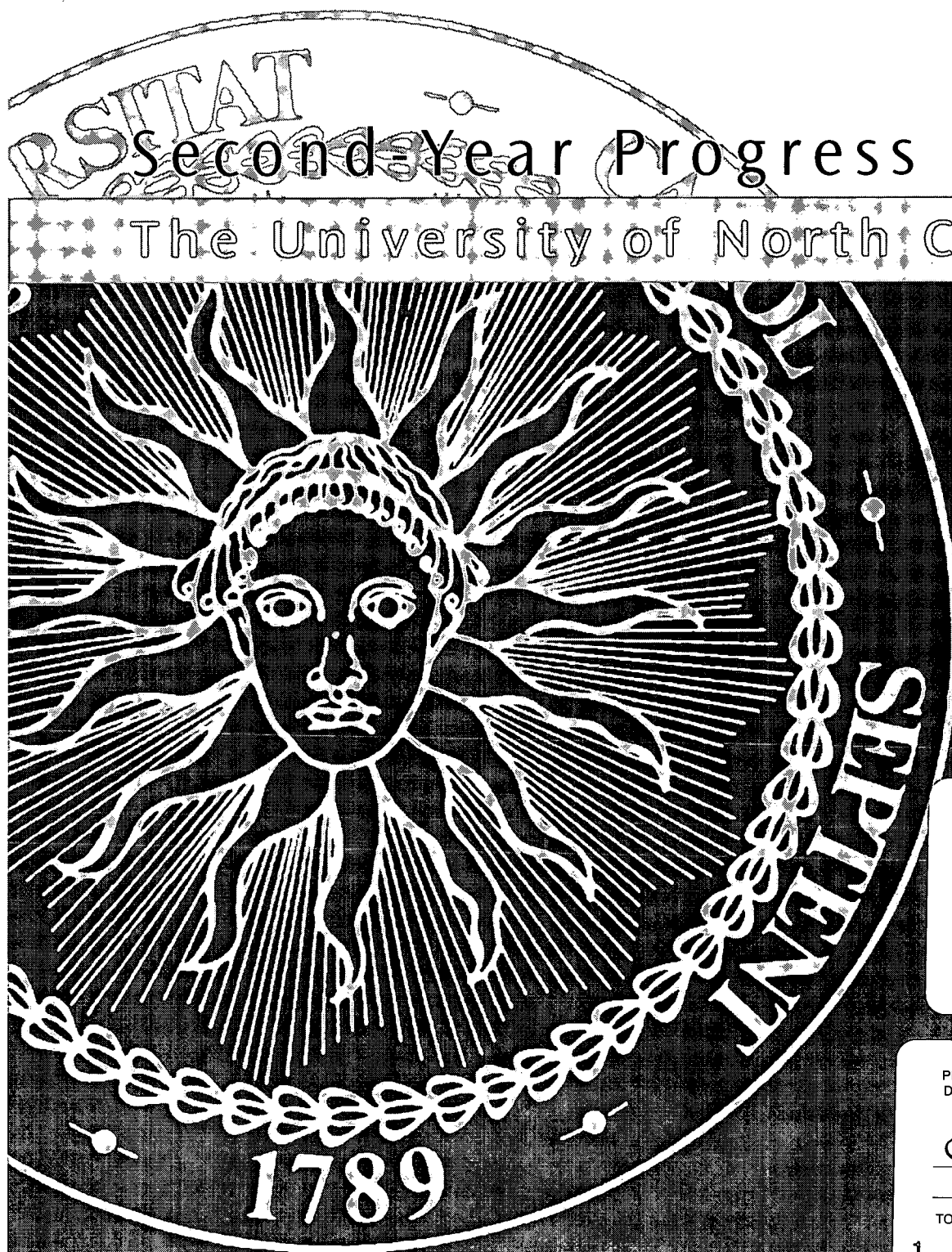
ABSTRACT

The University-School Teacher Education Partnerships have completed their third year. North Carolina is exemplary in its efforts to improve teacher quality, with the University-School Teacher Education Partnerships key in North Carolina's accomplishments. This report presents vignettes of each North Carolina partnership school which highlight such issues as partnership impact on schools and students; helping students meet state standards; using technology to document student growth and development; reducing achievement gaps between disadvantaged and other students; providing for diverse students; and tutoring to advance learning. Faculty efforts to improve teacher preparation are sketched in vignettes on such topics as teaching by faculty that demonstrates how they would have their interns teach, discovering that teachers can learn as they help interns learn, and connecting campus courses better to field experiences. The most notable change achieved by partnership activity is the yearlong internship, which replaces student teaching. Intern teachers are viewed as part of the school instructional staff, taking on the role of assistant teachers. Numerous programs are available to prepare school teachers who guide student and beginning teachers. The quality of collaboration between universities and schools has been renewed at several sites to make representation more equal. (SM)

University-School Teacher Education PARTNERSHIPS

Second Year Progress Report

The University of North Carolina



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University-School Teacher Education Partnerships:
Second-Year Progress Report
June 2000
Roy Edelfelt, *Editor*

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Foreward

Last fall the Presidents' Task Force on Education of the American Council on Education (ACE) published a report entitled *To Touch the Future: Transforming the Way Teachers are Taught*. The report includes an action agenda for college and university presidents with ten recommendations for improving the education of teachers.

The recommendations in the ACE report are ones that I fully endorse. When I became the President of the University of North Carolina, one of my first actions was to create a Division of University-School Programs under the leadership of Vice President Charles Coble as a way of signaling my intent to make teacher preparation a priority.

I am keenly interested in the University-School Teacher Education Partnerships, which are helping the University of North Carolina fulfill some of the goals of the report by the American Council on Education. Some examples are the

emphasis on simultaneous improvement of the Partnership Schools and teacher preparation programs; extended internships that involve pre-service teachers in increasing levels of involvement and responsibility as the year progresses; methods courses that are jointly taught by public school teachers and university faculty; and increased collaboration with colleges of Arts and Sciences.

I applaud the deans of education and faculties across the University for their initiative and leadership as they work to improve both the quality and the quantity of teachers for the public schools of North Carolina. The University's commitment to bold visionary efforts is imperative.

— Molly Corbett Broad, President
The University of North Carolina

Introduction

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This monograph presents second-year progress reports on the University-School Teacher Education Partnerships under way at 15 locations across the state. After two years of putting such partnerships into motion, the 15 projects are discovering a different paradigm for preparing teachers and improving student learning in schools. Increasingly, participants are learning that the transition from status quo to true partnership is no simple matter. Dealing with the complexity of a partnership between two educational entities is mind-boggling—simultaneously establishing a new governance structure, defining new roles and responsibilities, altering entrenched attitudes and habits, meshing the cultures of P–12 schools and the university, and fashioning a broader communication system. At the same time, establishing partnerships has involved cooperatively conducting a variety of programs—preparing teachers for P–12 schools; training mentors and cooperating teachers; providing professional development for teachers and professors, with an emphasis on introducing technology into teaching; conducting action research; supporting beginning teachers; involving arts and science faculty; recruiting and selecting candidates for teaching, particularly minorities; improving curriculum in elementary, middle, and secondary schools; and evaluating and disseminating results.

Anyone who assumed that implementing a university-school teacher education partnership might be simple ran into some surprises. The surprises may have slowed partnerships in getting up to speed. They have not deterred effort, however.

Governance

The structures of governance have been established and refined in all partnerships, even if not to everyone's satisfaction. At first, universities were dominant. The word "collaborative" was used, but equity was not present among members. As it became clear in the second year that school curriculum, students, and teachers (and principals) had to benefit as well as university programs, students, and faculties, there began to be a stronger voice for school personnel in decisions. This caused the governance structure in most partnerships to review and redefine roles and responsibilities of all the players—prospective teachers, teachers, principals, university faculty, administrators, and even community and business personnel.

Moving to greater equity for school people in decision making inevitably forced a recognition of the inadequacy of resources for such considerations as participation in professional meetings, stipends for clinical teachers, and adequate supervision of student teaching. Adding the energy and the person power need-

ed meant that people had to take on additional responsibilities. The expectation of an increased load for already busy people became unrealistic. The hoped-for benefits of the partnership idea reached limits. In the process of examining resources, it became apparent that teacher education operates on the cheap. The allocation of funds per prospective teacher is the lowest of any collegiate program on most campuses. When clinical requirements for students were increased and made more rigorous, the cost escalated, as it had done in nursing, social work, and medicine. Although there have been indisputable strides in establishing partnerships, inadequate resources may be the greatest deterrent to fully reaching the goals laid out for this ambitious endeavor. The deans are focused on plans to attract new resources.

Program

In terms of program, partnerships generally have emphasized improving and extending clinical experiences. This has meant special preparation for selected teachers to supervise prospective teachers, now more commonly called "interns." This training, which adds to the cost of university-school teacher education partnerships, has enhanced the supervising teachers' repertoire in coaching, reflection, and analysis of teaching. The emphasis on clinical experiences also has meant that the supervising teachers, often called "clinical teachers," must spend time with their protégés to observe and counsel. This too boosts the cost.

Most of the partnerships have expanded the prospective teachers' student teaching to a yearlong internship. The first semester entails methods courses in teaching and work with school students. In many partnerships, methods courses are taught on the school site. The proximity enables prospective teachers to view demonstration lessons that more directly relate theory to practice. The quality of preparation in the best of these yearlong internships gives school district administrators a chance to observe the performance skills of neophytes. For this reason, school administrators choose to hire many graduates who have interned in their schools.

Research

Action research and experimentation are prominent in the partnerships. Whole schools, groups of teachers, or individual teachers, working with university faculty, have begun investigating questions related to teaching or curriculum in their school or classroom. By the end of the third year, there should be some significant results to report. The collaboration between school and university personnel joins the experience and the insights of

the practitioner with the theory and the scholarship of the professor. Both can benefit, practitioners by having a chance to probe real-life issues and solve practical problems from in-depth study, professors by testing theories in actual teaching situations and publishing findings in professional journals. In some partnerships, advanced graduate students, working with teachers, have conducted research for doctoral dissertations.

Recruitment and Selection

Several partnerships have given major attention to recruitment and selection of candidates for teaching, especially minorities. They have brought high school and middle school students who have expressed an interest in teaching to campus and given them a chance to see what college is like and what preparing to teach entails. A few partnerships have enrolled students from such efforts. Seeking a variety of approaches to attracting people into teaching has not been tried by many partnerships, but some have made special efforts to recruit career changers and more mature people, while others have provided opportunities for teacher assistants to become certified teachers by using a career ladder—that is, by completing licensure requirements in steps while they remain employed as teacher assistants. One university has already graduated teachers who came from the teacher assistant ranks.

Induction

Programs to support the induction of beginning teachers are under way in several partnerships. Attendance is voluntary and reportedly good. Some partnerships support only graduates of the university in the partnership; others assist all beginners in their region. Typically this involves seminars held periodically during the first year of teaching for discussion of the problems that new teachers are experiencing. At some projects the Model Clinical Teaching Program has been commingled with the partnership. That has enabled beginners to be mentored by specially prepared teachers during their first two years.

Helping beginning teachers still is not a heavy commitment at most partnerships, for a couple of reasons. First, work with prospective teachers and experienced school personnel has taken precedence. Second, most universities do not have the resources to assign staff to beginning teachers. Higher education budgets do not typically provide for such responsibility. This is partially because universities see their jurisdiction as ending at graduation and school districts see support for inservice teachers as their responsibility. Support for beginning teachers is a role

inherent in university-school partnerships, but who takes initiative for that has not been certain, except in a couple of partnerships in which follow-up and support for beginners have some history.

Participation of Arts and Science Faculty

The involvement of arts and science faculty in partnerships has been slow to develop, because of tradition and the absence of policy and resources to delegate teacher education responsibilities to arts and science professors. The history in the arts and sciences has been that pedagogy is unnecessary; indeed, it is absent in the training of arts and science professors. At some universities involved in these partnerships, subject-matter specialists belong to school of education faculties. These professors are responsible for teaching their discipline and methods of teaching it. More involvement of arts and science faculty is on the drawing boards and in the goals of partnerships, but this thrust lacks the necessary impetus.

Sites of Partnership Activity

Most partnership activity is in elementary schools. Nearly four times more elementary schools are involved in partnerships than middle or high schools. There are fewer middle school teacher education programs than elementary ones, of course, and that means less activity in middle schools. Innovation in secondary schools always has been more difficult to generate, partially because high schools are departmentalized by subject. Their teachers usually have a less holistic concept of school improvement. To get in the door, a few partnerships have started working with teachers in a single area or subject, such as science or math. More action is needed in secondary education, and it has gradually increased in the second year.

Reform of Curriculum and Instruction

Innovation in curriculum and instruction is less prevalent in partnership schools than in schools of education. For example, revisions of elementary and middle school teacher preparation curricula have occurred at several universities, but only a few reports mention changes in schools. Schools of education also have introduced more innovation in instruction and in the use of technology. For example, many are using E-mail to increase communication between students and instructors, teaching courses on site in schools, and establishing two-way multimedia communication between school and college classrooms.

Evaluation

Measurement of results has begun in six areas: partnerships as a total operation, teachers prepared in partnerships, cooperative investigations and research, the co-teaching assignments of teachers and professors, student learning in partnership schools, and professors' growth and functioning. Some of it is minimal, and some substantial. The order of the foregoing indicates the prominence of each of these thrusts.

Most evaluations of a partnership as a total enterprise have been internal. Two have been external. Evaluations have led to such changes as requiring that every full-time professor rotate into an assignment in partnership schools, reconsidering participation by some of the involved schools, and questioning continuation in partnerships. Evaluation also has raised questions about the length of time that a school should participate in a partnership; one site has begun to shift partnership involvement among schools.

At the outset, partnerships generally were eager to start professional development schools; testing that idea caused some sites to shift to a broader concept of university-school collaboration. At one partnership the label was changed to "professional development system." One conclusion in every location is that the staff and the time required to accomplish the promise of the partnership idea have been insufficient.

Assessment of the impact on prospective teachers has received constant attention. One way of assessing impact has been comparison of the outcomes of traditional student teaching with those of a yearlong internship. An important indicator of impact has been districts hiring new teachers who have done internships in their schools.

Clinical teachers and university supervisors assess intern performance constantly during student teaching. With the emergence of yearlong internships, there is opportunity over time to observe and assess interns' skills and knowledge. The use of portfolios also has helped partnerships evaluate and document the achievements of interns.

This volume describes many of the action-research studies under way, but most partnership reports do not present results. This is mainly because findings are not yet available. Almost all such studies are collaborative efforts between teachers and professors. Next year's reports should be rich in the results of these projects and give information on how findings have been applied.

Co-teaching by teachers and professors, particularly in methods courses, has become ubiquitous in partnerships. Informal evaluation and general concurrence on the desirability of such collaboration are probably the most significant indicators of the success of this innovation. A few partnerships have given selected teachers full-year clinical assignments on campus because they contribute substantially to the integration of theory and practice.

Some teachers are teaching college courses on their own, as well as supervising clinical experiences. New titles, such as "clinical

instructor," have emerged for these new players in teacher education.

Measuring student learning in partnership schools still is in its infancy, partially because it is so difficult to do. So far, the main basis of measurement is standardized tests.

Evaluation of the growth of college faculty has had the lowest priority among partnerships. On the one hand, professional development activities for professors have been minimal. On the other hand, there is no consensus on what professors should learn or who will evaluate the outcome. One institution has introduced evaluation of college supervisors of student teaching by clinical/cooperating teachers and interns. Professors have long been required to have students evaluate them at the end of courses, but this has not been initiated by partnerships.

Conclusion

The accomplishments of partnerships so far are many and diverse, but perhaps not as dramatic as some would wish. The primary reasons for this are the difficulty of implementing partnerships and the limited resources available. Of course, there are other factors, such as the difficulty of breaking with tradition, of bridging two educational entities, and of broadening the commitment of these entities beyond their traditional missions. Nevertheless, the progress in just two years is impressive, as readers of this report will note.

The second year marks the end of the first phase of the university-school teacher education partnership innovation. The second phase will bring emphasis on better preparation of teachers to bring about student learning in schools, and more involvement of arts and science faculty in partnership activities. The resources for partnerships must be increased so that these two thrusts can be incorporated into the already copious list of efforts under way.

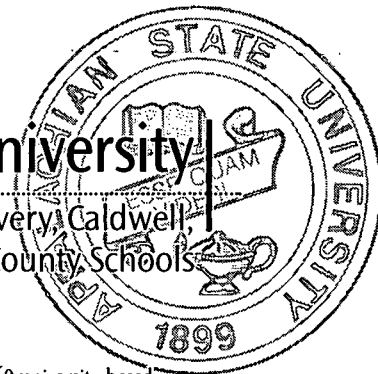
Ideally, other aspects of teacher education will be addressed. Among the most important of these are selection standards and procedures that predict teacher quality better, personal counseling and academic advising of prospective teachers, joint experimentation on curriculum and instruction to better meet the needs of children and youth, and review of the foundation subjects that enable teachers to bring a knowledge of sociology and psychology to their teaching.

I applaud the many faculty and administrators in the universities and in the public schools for the progress made to date in creating viable University-School Teacher Education Partnerships. As noted earlier the work has been impressive. And there is much work yet to be done!

— Charles R. Coble
*Vice President
University-School Programs
The University of North Carolina
General Administration*

Appalachian State University

in partnership with Alexander, Alleghany, Ashe, Avery, Caldwell,
Watauga, and Wilkes County Schools



Highlights of 1998–99

- Cohorts of elementary teacher education faculty and interns were paired with clusters of public schools to increase the number of field experiences and on-site methods courses.
- Student teachers mentored preservice “interns” (students participating in pre-student-teaching field experiences) in professional development schools.
- Preservice interns reported high levels of satisfaction with enhanced field experiences at professional development schools.
- Public school students significantly increased their reading achievement—an instructional focus at one professional development school—as a result of collaboration among interns, student teachers, faculty, and practitioners. A number of students showed a year or better gain in performance.
- The partnership employed two practitioners-in-residence for the academic year.
- The Reich College of Education revised undergraduate and graduate programs in elementary and middle-grades teacher education to reflect its conceptual framework, national standards, and best practice in teacher education. This effort involved more than 40 university faculty and practitioners.
- The college revised 14 other graduate teacher education programs to achieve better alignment of coursework and field experiences with public school curriculum and assessment. Forty university faculty and 30 practitioners participated in this effort.
- The college revised second academic concentrations to align more closely with teaching fields.
- Integration of technology across teacher education curricula increased.

Overview

The ASU–Public School Partnership connects Appalachian State University’s Reich College of Education with seven area school districts (representing 86 schools): Alexander, Alleghany, Ashe, Avery, Caldwell, Watauga, and Wilkes County Schools. In 1998–99 the partnership supported a variety of projects that addressed its own goals as well as three major initiatives of the college: (1) development of a new undergraduate program in middle-grades teacher education with a strong professional development school (PDS) orientation; (2) creation of a new undergraduate program in elementary teacher education with an increased number of early field experiences that align more closely with the PDS model; and (3) implementation of three

elementary PDSs. These efforts involved 60 university-based educators, 30 school-based educators (teachers, administrators, and other school personnel), and several support personnel from the Northwest Regional Education Service Alliance.

Goals

The partnership has four major goals, each grounded in the college’s “social-constructivist” conceptual framework, which is designed to develop a community of practice that includes preservice students, faculty, classroom practitioners, and their students:

- To extend the college’s community-of-practice model to the public schools with the purpose of improving both teacher preparation curricula and public school practice
- To design, equip, and sustain learning environments that give faculty and students the opportunity to use state-of-the-art telecommunications and multimedia in their everyday work and to integrate technology into all curriculum areas
- To provide the faculty development necessary to sustain the community-of-practice model
- To document and evaluate the effects of partnership activity

Key Components and Implementation Strategies

The strategies designed to achieve these goals can be grouped into four essential and interdependent areas of change, following an assessment framework suggested by Lee Teitel (in an April 1998 presentation at the annual meeting of the American Educational Research Association): (1) partnership development; (2) adaptations in roles, structures, and culture; (3) development of best practice in teaching, learning, and leading; and (4) learning improvement. This multidimensional approach to partnership work and assessment is based on an assumption that educational change is a complex sociocultural phenomenon. Effective partnerships must continually attend to each of these areas.

Outcomes

Following is a representative sample of outcomes for each of the four partnership goals.

Goal 1: To improve teacher preparation curricula and public school practice through a community-of-practice model

One of the most significant changes in the elementary teacher education program in 1998–99 was that faculty began to work

in cohorts (groups) to deliver instruction in assigned clusters of schools. Further, they became responsible for building field experience components into the curriculum for their students. The students, who are called "interns" while they are participating in field experiences that precede student teaching, also worked in cohorts. As a consequence, faculty participated more in instruction and evaluation of interns; classroom practitioners had closer working relationships with university faculty; and interns had longer and more varied field experiences throughout the semester. The partnership envisions new elementary PDS clusters emerging that will work directly with particular cohorts of faculty and interns. During 1998–99 the partnership implemented four such clusters, involving 6 elementary schools, 15 public school teachers, 15 university faculty, and 200 interns.

For two years, two PDSs have engaged in extensive partnership activity. This year college faculty spent 282 hours at these sites, working with teachers and administrators, 250 K–6 students, and 36 interns on curriculum and teaching strategies. The 36 interns spent 6,864 hours in the partnership schools, and 5 student teachers spent approximately 5,000 hours in the same schools. From the experience gained at these two PDSs, partnership personnel are developing similar activities and commitments at four other elementary schools that are likely to become full-fledged PDSs within the next year or two.

Revisions of the undergraduate middle-grades teacher education program also were critical forces for change in the development of the partnership. More than 30 university faculty (including faculty from the College of Arts and Sciences) and public school practitioners redesigned the program to integrate curriculum areas and emphasize the role of the PDS in providing authentic teaching experiences. The program was implemented in fall 1999.

Approval of the new undergraduate program in elementary teacher education is expected in spring 2000. As part of the redesign, faculty in the Colleges of Education and Arts and Sciences reviewed all the courses in the required concentrations—24 hours in an academic area such as English, foreign languages, or social studies. The result of the review of second academic concentrations was a number of changes in the required courses, and the introduction of several new concentrations such as the performing arts and the visual arts.

Program development in elementary teacher education occurred hand-in-hand with the piloting of best practices. For example, interns first worked with faculty to learn how to administer and interpret spelling assessments. Then they went into the partnership schools to assess K–6 students. Finally, the interns shared findings with classroom teachers to assist them in improving instruction. The partnership conducted similar efforts to improve reading and mathematics instruction in the partnership schools.

In addition to developing new relationships, the partnership created new roles. For example, it employed two teachers as practitioners-in-residence (a full-time person in elementary teacher education and a half-time person in middle-grades

teacher education) for the 1998–99 academic year. They taught university courses, assisted in supervision of interns, presented papers with faculty at professional conferences, and worked closely with the Middle Grades Advisory Committee or the Elementary Education Upgrade Committee. Also, student teachers at the elementary PDSs created new roles for themselves, serving as mentors to the interns at their schools. Further, PDS interns and student teachers made community connections that resulted in after-school activities such as tutoring students in academic areas and assisting students in developing Web pages or other media to support their classroom learning. University faculty assumed new roles in schools by modeling instructional practices in PDS classrooms and participating in professional development activities alongside classroom teachers—for example, a mathematics study group of classroom teachers and university faculty examining curriculum alignment of mathematics content.

In the Reich College of Education, personnel in other programs also explored new roles. For example, the graduate program in school counseling collaborated with various teacher education programs by sending counseling students to education classes to discuss topics such as the influence of peer group pressure on student behavior and the relationship between the classroom teacher and the school counselor.

Enhancement of field experiences continued, with an emphasis on giving students opportunities to work with diverse student populations and on connecting field experiences more directly to university course work. The cohort model for scheduling interns led to the development of special field experiences to acquaint interns with issues arising from ethnic and cultural diversity. Among the experiences were visits to a variety of schools with diverse student populations, including a Japanese magnet school in Charlotte. To make their fieldwork more meaningful, 200 preservice students a year participate in a tutoring project called Learning Partners. This project is part of the first course required of all students in teacher education. In this semester-long course, preservice students first receive intensive training in tutoring strategies. They then engage in a semester-long tutoring assignment with a variety of students. They use this experience as a basis for examining concepts and strategies taught in the course.

Partnership funds supported the practitioners-in-residence, provided a variety of materials and equipment for faculty and students in partnership schools as well as in the college, and supported the participation of school-based educators in the monthly meetings of the Middle Grades Advisory Committee. Partnership funds also made it possible for more than 30 practitioners to work with college faculty on the revision of 16 master's programs in teacher education, and they enabled a number of practitioners to share their ideas in prepared papers at professional conferences.

Goal 2: To provide technologically rich learning environments

The partnership provided technologically rich learning

environments for faculty and students at the university and in partnership schools. In the Reich College of Education, partnership funds financed renovation of three student computer labs, which now record more than 2,000 student uses a month; equipping of a faculty development area to promote multimedia technology applications; and equipping of a multimedia classroom to enhance the use of technology in teaching and learning. Faculty now have direct access to interactive video equipment, CD-ROMs, document and digital cameras, audiotape equipment, and slide projectors, all linked to enable faculty to mix and match media as a complement to their teaching. As a result of this access, the college has revised two required undergraduate courses to meet university requirements for a computer designation. This designation permits preservice students to meet university general education requirements while learning how to integrate computers into teaching and learning. A closed Web site that bypasses the Internet to speed communication has been designed to facilitate dialogue between interns and student teachers, on the one hand, and college supervisors, college faculty, and other college students. Twelve university supervisors, 200 university students, and 50 cooperating teachers have been involved in field-testing the Web site. A special summer workshop sponsored by the partnership assisted 20 cooperating teachers in working with student teachers on the state-required Advanced Technology Competencies. Software and computer equipment have been placed in partnership schools for use by faculty, students, and preservice students. A video developed by faculty and practitioners describing the middle-grades teacher education PDS model has been used in several conference presentations.

Effective integration of technology into teaching and learning in the teacher education programs became more evident. Some faculty initiated student electronic portfolios. Others, such as faculty in Music Education, developed technology resources for preservice students to demonstrate how to integrate technology into music classes. In a telecommunications mentoring project, doctoral students served as on-line mentors to preservice students.

Further, the college implemented the state's required Basic and Advanced Technology Assessments. Student teachers demonstrated their technology skills in the field and had their portfolio of technology products reviewed by their cooperating teachers and university supervisors. No student passed student teaching until he or she satisfied the Advanced Technology Competencies.

The college, in cooperation with the North Carolina Department of Public Instruction, hosted a conference on the Advanced Technology Competencies, which drew 125 participants from both public and independent colleges in North Carolina.

Goal 3: To provide faculty development

Continuing professional development is an essential aspect of the partnership. Second-year activities in this area included completion of the ABCs staff development project, carried out in collaboration with the Northwest Regional Education Service Alliance. The project involved 400 teachers and administrators

in aligning curriculum and developing appropriate teaching strategies to increase student achievement on the state's ABC assessment.

Faculty and practitioner attendance at professional conferences to learn more about developing PDSs, and joint presentations by university- and school-based educators at professional conferences, provided other professional development experiences. A special series of weekly technology colloquia for college faculty enabled several faculty to showcase their practices in integrating technology into teaching. Also, 13 faculty participated in a university-supported computer-training initiative that provided each one with a laptop to use in integrating more technology into his or her teaching.

College faculty and public school teachers engaged in joint professional development opportunities. For example, mathematics educators from the Department of Mathematics and the Department of Curriculum and Instruction joined practitioners in a study group to align the teacher education curriculum with the public school curriculum at the secondary school level.

Staff development also occurred at PDS sites, focusing on increasing student achievement in mathematics and reading. For example, a group of faculty and teachers examining best practices in teaching mathematics developed new teaching materials, and interns and student teachers then used the materials with K-6 students in their classrooms. At one PDS site, classroom teachers initiated literature discussion groups after staff development and a visit to a master teacher's classroom to see the concept in practice. At another PDS site, staff development enabled teachers to conduct spelling lessons focused on students' abilities (see the next section). Also as a result of staff development, teachers used computers and other multimedia tools more often in classroom instruction.

Goal 4: To document and evaluate partnership activities

During the 1998-99 academic year, documentation and evaluation became more systematic, and more dissemination of findings occurred. Further, collection and analysis of data related to partnership activities continued. School- and university-based educators presented 15 papers focusing on aspects of the ASU-Public School Partnership.

The partnership assessed the effectiveness of the ABCs staff development project, which had been operating since fall 1996. Data revealed that the project had a positive influence on student performance. Curriculum alignment and focused teaching strategies had led to greater student achievement overall. Faculty work in PDSs was considered in promotion, tenure, and merit decisions, and documentation of such activity now will be expected in annual faculty reviews. Revisions of curricula paved the way for the Reich College of Education to meet the standards of the National Council for Accreditation of Teacher Education and the Interstate New Teacher Assessment and Support Consortium. Reading and spelling scores on end-of-grade tests in one of the PDS schools improved as a result of a partnership-sponsored initiative in that school. In fact, some of the lowest-scoring students in the previous year made a year or

better gain in performance. Overall end-of-grade scores in the same school improved. Other PDSs are collecting baseline data to establish benchmarks against which they can measure growth in student achievement.

The partnership also documented the effects of its initiatives on interns. A study comparing students in traditional teacher education programs and those participating in PDS activities showed that PDS interns understood more clearly how course work and school-based experiences related. They also demonstrated greater depth in understanding key concepts, more confidence in their ability to implement instruction in classrooms, and a greater ability to practice what they learned in their course work. A notable difference showed up in the teaching of mathematics: PDS interns tended to address issues of mathematics process while traditional students focused on the use of manipulatives and rules without showing much understanding of the underlying learning processes. Regarding students' perceptions of faculty, PDS interns believed that faculty at PDS sites were more effective in sharing assignments across courses and in coordinating the topics for study than faculty who were not actively engaged at PDS sites.

Compared with faculty in traditional programs, PDS faculty showed a dramatic increase in collaborative planning activities, more awareness of preservice students' progress, and more flexibility in scheduling activities at the PDSs. College faculty also reported that they had noticed a change in their working relationships with students. Students now were interested in discussing instructional issues such as the reasons for teaching a particular mathematics concept or using a specific reading strategy, rather than their merely asking about grades and assignments.

Effects on curricula were evident in the ongoing revisions of both the elementary and middle-grades courses of study. Faculty came to understand that reconceptualization and reorganization of field experiences were possible, and they are applying this finding to revisions of curricula.

Another discovery was the positive effect of having interns in the same school classroom with student teachers. Student teachers who worked as interns in the school before doing their student teaching there felt more comfortable in mentoring interns. They were knowledgeable about what interns were doing, could anticipate difficulties, and could suggest solutions. At the same time, they saw the interns as peers who could help them assess their own progress during student teaching. As a result of this positive interaction, faculty plan to use this model at other PDSs.

Lessons Learned: Challenges and Interactions

As partnership work continues, participants are learning many lessons. Following are some representative ones:

- Continuing communication among partners is critical because schools and partners change.
- Roles and responsibilities should be discussed and clearly

defined regularly.

- Heavy teaching responsibilities on campus hinder faculty in building effective PDSs.
- To foster stronger PDSs, the partnership needs additional resources to support reallocation of faculty time, more travel, and more materials.
- Ensuring the integration of effective pilot projects into existing programs, especially in the area of technology, requires commitment of more funding for equipment, personnel, materials, and other needs.
- The development of partnerships requires long-term relationships facilitated by stable cohorts of university faculty and stable clusters of schools.
- Changing the culture of schools and universities takes time, but groups of committed, well-supported people can make significant differences.
- The potential of collaboration is not overrated. Positive results emerge when stakeholders work together to benefit students and their learning.
- Effective staff development must be sustained over time, not done on a short-term basis. This means that there must be sufficient funding to establish such efforts.
- Preservice students need to work with university faculty in the schools if the connections between university course work and school practice are to occur.
- Preservice students can help classroom teachers learn how to integrate technology into instruction.
- No one model should govern PDSs; attention to context and personnel is necessary in establishing an appropriate partnership.
- A two-year commitment for practitioners-in-residence is a more realistic expectation than a one-year commitment if these professionals are to make major contributions to the partnership.
- Rewarding teachers with time and funding for working with interns and student teachers at PDSs is essential if the partnership expects teachers to make long-term commitments.

Future Directions

Building on the lessons learned, the partnership sees itself addressing the following tasks in the future:

- Finalizing the criteria and the process for selecting PDSs, master teachers, school site coordinators, and practitioners-in-residence
- Designing a long-term plan for assessing student performance at each stage of the middle-grades teacher education program
- In field experiences, continuing to support attention to diverse student populations
- Supporting the curriculum development efforts of local schools by creating study groups of practitioners and universi-

ty faculty in areas traditionally associated with elementary, middle, and secondary schools (mathematics, social studies, science, and reading/language arts)

- Adapting lessons learned from PDS activities in elementary and middle-grades education to secondary education
- Developing plans for program assessment that dovetail with the overall assessment plan of the college
- Disseminating information about partnership-related projects (promising practices and procedures) in the partnership counties and at professional conferences
- Continuing to develop the closed Web site among partnership members to facilitate communication and expand learning opportunities
- Continuing to implement the new undergraduate middle-grades teacher education program, begun in fall 1999, and beginning to implement the new master's elementary and middle-grades teacher education programs in spring 2000
- Moving the new undergraduate elementary teacher education program through the university's approval process in spring 2000, expecting to implement it in 2001
- Exploring how undergraduate distance-education programs can incorporate the increased emphasis on field experiences and involvement in PDSs
- Increasing technology resources for both students and faculty and providing more professional development opportunities in technology integration for cooperating teachers
- Continuing to assess the impact of the partnership on preservice students, faculty, practitioners, public school students, and curriculum

Profile of USTEP Based at Appalachian State University

SCHOOLS

Number of school districts involved in partnership	7
Number and types of schools involved in partnership:	
Elementary	57
Middle	8
Secondary	14
Other	7
Student enrollment in schools involved in partnership	39,348
Number of teachers in partnership schools involved in partnership activities	300
Number of nationally certified cooperating/clinical teachers in partnership schools	Unknown

UNIVERSITIES

Number of education faculty (overall):	
Full-time	78
Part-time	28
Number of education faculty involved in partnership:	
Full-time	50
Part-time	12
Number of arts and science faculty involved in partnership:	
Full-time	10
Number and level of graduates who completed teacher education program in 1998-99:	
Elementary	189
Middle	56
Secondary	12
Other	109
% Minority	5



East Carolina University

In partnership with Beaufort, Carteret, Craven, Edgecombe, Greene, Johnston, Jones, Lenoir, Martin, Nash, Onslow, Pamlico, Pitt, Wayne, and Wilson County Schools

Highlights of 1998–99

- All Master of Arts in Education programs at East Carolina University were revised in accordance with the state's new advanced competencies license, and a Master of Arts in Teaching program was designed for people with bachelor's degrees in content areas.
- Four more school districts (Carteret, Johnston, Jones, and Pamlico) joined the partnership, bringing the total to 15 districts.
- The partnership funded more action-research projects by faculty and school partners.
- The partnership initiated three professional development schools in Pitt County.
- The partnership directed more resources toward a summer program to support lateral-entry teachers and conducted its second annual Lateral-Entry Symposium.
- Through efforts to recruit minorities, the proportion of minorities in the teacher education program rose from 10.5 to 12 percent.
- East Carolina University and the Pitt County Schools jointly supported professional development on diversity of student populations.
- Staff of the partnership teamed with master teachers in the 15 school districts to conduct workshops on performance-based licensure for teacher education and school faculty.
- Two new pilot projects focused on supporting initially licensed teachers.

Overview

The partnership based at East Carolina University (ECU), called the East Carolina Clinical Schools Network, continues to operate as a collaborative support system for teacher education and the public schools it serves. During its first year, success was evident in (1) the well-attended monthly planning meetings of the 11 participating school districts and ECU; (2) implementation of numerous jointly designed professional development programs; (3) revisions of undergraduate and graduate curricula, involving teacher education faculty and school personnel; (4) sustained minority recruitment efforts; (5) successful operation of Eastnet, an electronic communication system linking partnership personnel; (6) ongoing action-research projects focusing on curriculum improvement and change; (7) continued improvement of the yearlong senior internship; and (8) support for lateral-entry teachers in the region.

Second-Year Goals

The goals for the 1998–99 academic year, developed by the partnership's advisory board, were as follows:

- To include four more school districts that desired to become part of the partnership
- To initiate and support three professional development schools (PDSs) in Pitt County—one elementary, one middle, and one secondary—to enhance exchanges among teacher education faculty and “clinical” (cooperating) teachers
- To hire a PDS coordinator jointly supported by Pitt County and ECU
- To revise all Master of Arts in Education programs in line with the state's advanced competencies license, with input from teachers certified by the National Board for Professional Teaching Standards and from other school personnel
- To develop a Master of Arts in Teaching program with input from school personnel, to allow midcareer people to enter teaching
- Through a collaborative model—that is, faculty and school personnel working together—to deliver professional development sessions in line with identified needs, at various sites and times, with an emphasis on diversity of student populations
- To continue to fund collaborative action research and in-depth research focusing on curriculum improvement and student achievement
- To initiate and expand undergraduate curriculum revision with sustained input from school partners
- To sustain efforts to recruit minority faculty and students
- To broaden the support network for lateral-entry teachers through sponsorship of an annual symposium and strengthening of a summer program
- To provide support to initially licensed teachers as part of the continuum of teacher preparation

Key Components

Partnership Advisory Board

An advisory board serves as the coordinating mechanism for all activities and initiatives of the partnership. It consists of 15 liaisons from the school districts, 3 teachers rotated each year among the school districts, teacher education faculty, clinical schools staff, and the director of the partnership. During 1998–99 the advisory board formed subcommittees to work on

various projects in more depth—for example, diversity of student populations, recruitment of minority students and faculty, and professional development for clinical teachers.

Curriculum/Program Revision

ECU now undertakes all revisions of undergraduate and graduate curricula and programs with input from school partners. Partnership resources cover pay for substitutes, stipends for teachers, and funds for the summer development work of collaborative committees. More and more, these efforts are being driven by research that focuses on particular areas of the teacher education program.

Yearlong Senior Internship

All students in teacher education participate in a yearlong senior internship. Partnership staff have developed many useful materials for coordinating the experience and managing the continuing communication necessary for it to work well—for example, handbooks, agreement forms, and seminars.

Professional Development Schools

Although all 15 school districts are part of a professional development system within the partnership, three schools in Pitt County, where ECU is located, serve as PDSs. A steering committee for this initiative includes the three principals; the associate superintendent of Pitt County Schools; the associate dean of the ECU School of Education; the director of clinical experiences at ECU; three faculty coordinators from elementary, middle, and secondary school areas; teachers from each school; and the PDS coordinator. At each school site, a leadership team involves the appropriate faculty coordinator in planning and implementation.

Clinical Teacher Training

The School of Education initiated a training program for all clinical teachers in 1996, when it implemented a yearlong senior internship for all preservice teachers. The initial training has since been enhanced through numerous continuing professional development programs for clinical teachers. This component will become a priority in the third year as the partnership emphasizes a more formal, developmental model of continuing education for clinical teachers.

Lateral-Entry Programs

As the need for alternative licensure programs escalates, the School of Education has focused substantial resources on two initiatives in this area: Project Act, an intensive five-week program for lateral-entry teachers; and a Lateral-Entry Symposium. The partnership envisions continual expansion of this component.

Research and Development

The partnership has used some of its resources to support research projects in line with the School of Education's research agenda and public school issues. Particular emphasis goes to collaborative action research involving both teacher education and public school faculties.

Implementation Strategy

The partnership conducts the business of its many agreements through an advisory board. At the monthly meetings of this group, members generate ideas and mechanisms. They take these ideas and mechanisms back to departments in teacher education and to school districts in the partnership, and solicit feedback. The partnership then puts improved or new strategies into practice and evaluates them.

Outcomes

Organization and Structure

Four more school districts (Carteret, Johnston, Jones, and Pamlico) joined the partnership in 1998–99.

The advisory board formed subcommittees around selected initiatives—the field experience in the first semester of the yearlong internship, diversity of student populations, recruitment of minority students and faculty, and so forth. This structure pulls in participants from all groups (schools, teacher education, business, and the like) to address particular needs and concerns.

ECU and Pitt County Schools hired and supported a PDS coordinator.

The partnership enhanced an internship support program and then extended it to all school districts in the partnership after successfully pilot-testing it in four and then seven school districts. The purpose of the program is to ensure optimal articulation between clinical teachers and methods professors in the first semester of the yearlong internship. Data from the pilot tests show the types of problems that were successfully handled, the matters needing more attention, and the overwhelming support for continuation and expansion of the program.

Curriculum Improvements

The revision of all Master of Arts in Education programs will provide, beginning in fall 2000, graduate education for inservice teachers that will emphasize teacher leadership, work with diverse student populations, and action research. The new programs also will support culminating products, such as a portfolio or an action-research project, in line with the requirements of the National Board for Professional Teaching Standards.

The initiation of a Master of Arts in Teaching program will allow midcareer people to pursue teaching through an accelerated, clinically based model of teacher education.

Curriculum revision committees in the School of Education began to involve public school personnel on a regular basis. Within the teacher education program, a minimum requirement for intern portfolios was established, and a structure for checking the products before graduation was developed.

Professional Development Programs

The partnership now consistently promotes joint design and delivery of all professional development programs. Thus professional development sessions regularly involve both higher education faculty and school partners.

In summer 1999, university faculty and teams from partnership school districts attended a three-day Diversity Institute held on the ECU campus and taught collaboratively by university and school partners. The purpose of the institute was to give participants enough information about diversity of school populations, and enough time for self-reflection, that they could plan and conduct a one-day workshop in their school districts. Before the institute, 90 percent of participants rated their knowledge level low to moderate, and 10 percent rated it high, on 10 components of diversity. After the institute, 49 percent rated their knowledge level low to moderate, and 51 percent rated it high.

More than 130 initially licensed teachers, mentors, and administrators, some from the partnership and some from other parts of the state, attended a two-day Performance-Based Licensure Workshop conducted by university and public school partners. The partnership offered this workshop in response to school districts' pleas for updating on the new state mandates in performance-based licensure.

The partnership held its second annual Lateral-Entry Symposium in response to lateral-entry teachers' requests to network and collaborate as they work toward licensure.

General/Overall Outcomes

The partnership published a monograph entitled *Excellence Through Partnerships: Research in Action*, which highlights and describes 10 collaborative action-research projects.

Partnership resources have funded more than 25 such projects, involving more than 40 teacher education faculty and 30 school personnel.

Typically, higher education faculty are rewarded for teaching, research, and scholarly publishing, not partnership work. Throughout 1998–99 a School of Education committee consisting of faculty, the associate dean, and the dean conducted focus groups to elicit comments on and analyses of present faculty roles and ways of evaluating performance. The committee now is proposing and sharing some new models. The intent is to recognize faculty involvement in school-based teacher education activities and research.

Lessons Learned

Promising Practices

A professional development model that consistently involves both the higher education faculty member and the practitioner creates a kind of parity that the partnership believes it needs in order to ensure deep, sustained collaborative work. Action research on real school problems supports this model and integrates the advanced, theoretical knowledge of university educators and the applied knowledge of school-based educators.

Support for initially licensed teachers in the 15 partnership school districts now is viewed as the responsibility of both the schools and the university. Teacher education programs must continue to provide support for beginners in order to reduce attrition and support teachers' continuing development. Pilot programs along this line, as well as new initiatives, have received positive feedback and support.

A small research project sponsored by the partnership, which sought input from clinical teachers and interns regarding their preparation for the teaching of reading, generated qualitative data that can be used in curriculum redesign. Such research on curriculum and instruction has potential for continuous improvement of teacher education courses and programs if done through collaborative models. With this kind of sustained inquiry into real school problems, there is a greater chance of changing curriculum to meet the needs of preservice teachers and practitioners.

Bridging of the Cultures of the School and the University

The structure of the partnership seems to work in promoting the concept that the school and the university are connected and that improvements in one will occur only in concert with improvements in the other. The use of PDSs for in-depth, clinically based work and collaboration has, as the literature indicates, potential for bridging the two cultures in ongoing, meaningful ways—if there is a commitment and a resource allocation from higher-level administrators in both settings.

Future Directions

The partnership will emphasize the following areas in the next years of its operation.

Professional Development of Clinical Teachers

The partnership will institutionalize a model of continuous professional development for clinical teachers. Thus far, the development program involves a mandatory initial training session of three days and numerous optional experiences. In the next year there will be more emphasis on clinical supervision and cultural sensitivity to diverse student populations.

Research-Driven Curriculum Change

Through systematic action research and continuous feedback, the teacher education curriculum will adapt and improve to meet the needs of preservice and inservice teachers. Also, school curriculum will change. The partnership will continue to allocate resources in this direction.

Student Achievement

The partnership has emphasized professional development sessions that address performance-based licensure. University and school partners now must strengthen the portfolio process to focus on what public school students learn, by assisting preservice and inservice teachers in learning and applying better assessment practices. For example, at its PDSs the partnership is emphasizing analysis of student work samples and standardized test scores. It must begin to address the link between teacher education and the achievement of public school students.

Lateral-Entry Programs

ECU is one of six regional centers for NC TEACH, a statewide program targeted at college graduates with at least five years of successful employment experience who want to enter the teaching profession. It offers six weeks of intensive preparation and then provides mentors and weekly seminars for continuing support during the school year. Through direct involvement in NC TEACH, the partnership will sustain and enhance its programs and network for lateral-entry teachers.

Profile of USTEP Based at East Carolina University

SCHOOLS

Number of school districts involved in partnership	15
Number and types of schools involved in partnership	Variable from semester to semester
Student enrollment in schools involved in partnership	Variable from semester to semester
Number of teachers in partnership schools involved in partnership activities	1,454
Number of nationally certified cooperating/clinical teachers in partnership schools	40

UNIVERSITIES

Number of education faculty (overall):	
Full-time	106
Part-time	88
Number of education faculty involved in partnership:	
Part-time	45
Number of arts and science faculty involved in partnership:	
Part-time	25
Number of graduates who completed teacher education program in 1998-99:	
Elementary	157
Middle	46
Secondary	41
Other	158
% Minority	6.2%



Elizabeth City State University

In partnership with Edenton-Chowan, Elizabeth City-Pasquotank, and Gates County Schools

Highlights of 1998–99

- Participants examined the value of a yearlong field experience for improving the quality of prospective teachers of grades K–12.
- Partners held ongoing planning meetings to restructure methods courses and integrate them more fully with public school classroom practice.
- Selected preservice teachers participated in staff development activities at the partnership schools, enriching their field experiences.
- Technology workshops enhanced the skills of teachers and media specialists from partnership schools.
- Participation in the partnership increased collaboration among university faculty within the Division of Education.

Overview

The Elizabeth City State University–School Teacher Education Partnership is a collaborative effort between the university's Division of Education and the Edenton-Chowan, Elizabeth City-Pasquotank, and Gates County Schools. The partnership made much progress during the first year, largely in planning implementation strategies. In 1998–99 the initial steps for implementing those strategies took place. The partnership advisory council, consisting of 45 members representing the partnership's several constituencies, met twice to provide leadership and review goals. Further, the council's Curriculum Committee held an all-day meeting to refine the methods curriculum for teacher education majors.

Also during the first year, principals identified clinical teachers (teachers with special skills, such as mentoring) to work with preservice teachers—"interns"—in a yearlong internship. The clinical teachers then received training in supervision and mentoring. The internship was voluntary, and in 1998–99, the program's first year, only four interns participated. The internship involved a semester of clinical observation and participation (one day a week) related to university course work and a semester of student teaching (full-time), which included some videotaping of the interns teaching lessons. The first group of year-long interns successfully completed the program. All of them now are employed as teachers, one in the district where she did her internship.

Results from surveys completed by interns indicated that the program was valuable in preparing them for entry into the teaching profession. The responses indicated that being involved in the partnership had better prepared interns for teaching. They

had more realistic expectations of what happens throughout a school year. They had opportunities to build relationships with teachers, students, and other staff at their schools before beginning the student teaching component. Also, the program enabled them to reflect on their videotaped lessons and offered them many observation and teaching experiences with master teachers.

After continued collaboration between the university and the public schools to determine what types of outreach services were needed, the principal at Sheep-Harney Elementary School asked the partnership's clinical coordinator to serve on the school improvement team. This would aid the university in staying abreast of the school's needs.

Second-Year Goals

The second year of the partnership focused on recruitment and retention of more interns. University faculty, interns, and clinical teachers met to restructure the elementary education methods courses and integrate them more thoroughly with field experiences. Structured field observation and participation began with the Teaching Reading and Language Arts course for juniors. It was changed from a two- to a three-semester-hour course to allow the students to observe and participate in elementary reading instruction from a clinical teacher.

A similar process has begun with the elementary education methods courses in mathematics, science, and social studies. These courses, which are required, were taught as a five-week block. The students met every Monday and Wednesday. Mondays were reserved for instruction in methods and theory by the university instructor, while Wednesdays were reserved for students' observation and participation in the participating school districts under the guidance of a clinical teacher. These changes gave the students more opportunities to relate theory to practice, which is essential to improving public school students' performance. The process also allowed students to see how the ideas presented in university classes might be applied in public school classrooms.

Another focus for the second year was continued training in technology for clinical teachers and media specialists in the elementary schools participating in the partnership. The training covered basic computer skills as well as introduction of computer technology into the classroom. It emphasized four broad areas: communicating, gathering data, organizing data, and publishing information. Specific topics were computer basics, simple networking theory, Windows '95/'98, file management, desktop publishing (using a word-processing program), spread-

sheets and database applications, scanning, use of digital cameras, Internet basics, E-mail, attachments, real-time chat modes, and Web page design, development, and publication. Participants now are more knowledgeable about and more comfortable with computers.

The training led to more application of technology in the classrooms of the partnership schools. The teachers designed lessons that required the use of technology in all curricula. Communication among partners was enhanced by the use of E-mail. All interns and clinical teachers have access to the Internet. The clinical teachers received credits toward continuing licensure after they completed the workshops.

The clinical teachers not only supervised interns but also mentored experienced teachers new to the district and teachers with less than three years of experience. Mentor-novice relationships provided a stable source of support and professional assistance to the beginning teachers as they went through the performance-based licensure process.

The clinical teachers and other experienced teachers were encouraged to seek certification by the National Board for Professional Teaching Standards. This also is the ultimate goal for the interns after several years of teaching experience.

The last major focus for the second year was collaborative action research. University faculty, public school faculty, and interns engaged in collaborative action research on school problems that affected teaching and learning, mostly how to work with students with learning disabilities. This enhanced both the initial preparation and the continued professional development of teachers, and it helped learners with special needs.

Key Components

The partnership identified five key components: (1) recruitment of prospective teachers, (2) initial preparation, (3) induction, (4) continuing professional development for all teachers, and (5) collaborative action research. These were the focus of the partnership's implementation strategies.

Recruitment

Partners collaborated to recruit and retain prospective teachers. Strategies for outreach were as follows:

- The interim director of teacher education, along with the Elizabeth City Chapter of the National Association of University Women, held a workshop to identify and recruit high school seniors who might be interested in a teaching career. Sixty high school students attended.
- The clinical coordinator talked to freshman students enrolled in the General Education 122T Learning Strategies course and secured a list of names, phone numbers, and E-mail addresses of students who indicated an interest in teaching. Public school faculty and university faculty advised these students, provided them with a clear picture of a career in teaching, and offered them opportunities for interaction with Teachers of the Year and master teachers.
- Flyers were posted in dorms and classroom buildings to make students aware of the partnership and to provide contact information.
- The clinical coordinator talked to students in Sophomore Seminar, another general education course, to recruit them for teaching. She secured a list of names, phone numbers, and E-mail addresses of those interested in teaching. They were invited to a Prospective Teachers' Interest Meeting, at which they had an opportunity to interact with the clinical teachers, university faculty, and the clinical coordinator, concerning a career in teaching.
- Prospective Teachers' Interest Meetings were held for juniors. Follow-up calls were made to students interested in participating in the partnership program. As a result, some of them applied and were admitted.
- To compete with other districts in recruiting and retaining new teachers, the Elizabeth City-Pasquotank school district gave monetary supplements: \$800 to teachers with 1–3 years of experience, \$1,000 to teachers with 4–7 years of experience, and \$1,200 to teachers with 8 years of experience or more. Also, the district raised mentor teachers' salaries to compete with the salaries of their counterparts in other school districts. Three-day workshops for teachers new to the district and teachers with less than three years of experience were held at the beginning of the school year to help them become aware of laws, county and school regulations, and school district initiatives. Follow-up workshops occurred during the school year to give further support on school district initiatives. A nonprofit organization called Excellence in Education held a banquet for new teachers, at which a speaker offered words of encouragement and motivation for the teachers to remain in teaching.

Initial Preparation

The yearlong interns were placed with clinical teachers at the beginning of the school year. Early in the fall they attended staff development activities in the participating school districts. They also helped set up the classrooms. For the first semester, they were in the schools one day per week, rotating to have different experiences with different clinical teachers, at different grade levels, and with children from different socioeconomic backgrounds. Several seminars were conducted to facilitate the transition from student to teacher. Site coordinators met with interns on a regular basis and conducted seminars to assess and address their needs.

Induction

The clinical teachers/mentors provided support to five teachers as they went through the performance-based licensure process. The clinical teachers/mentors focused on audiotaping or videotaping lessons and reviewing them with novices, analyzing evidence and artifacts, and facilitating reflection. They also helped beginning teachers and teachers new to the system develop and monitor individual growth plans to meet their needs.

Professional Development

Partners from the three school districts collaborated to provide a model of excellence in continuing professional development for all teachers. Professional development activities were tied to teacher standards, such as those of the National Board for Professional Teaching Standards. Six seminars were required of the interns, the clinical teachers, and the clinical coordinator. These seminars were given both at the university and in the schools. They focused on the linking of technology to the classrooms, reflective teaching practices, the teaching of phonics, literacy through the teaching of literature and writing, and the assessment of students. Partners also attended and made presentations at conferences.

Collaborative Action Research

Partners collaborated in providing opportunities for university faculty, public school faculty, and interns to conduct school-based research designed to develop new knowledge and skills related specifically to their schools and classrooms. One project dealt with how to help students be more successful with reading and mathematics on the end-of-grade tests. After the research was completed, information was shared and disseminated among partners.

Implementation Strategies

Five goals drive the work of the partnership. Implementation strategies in 1998–99 aligned with the five goals.

Goal 1: To strengthen relationships and shared responsibilities among schools, universities, and communities in the initial preparation, induction, and continuing professional development of teachers, administrators, and other school personnel

The partners engaged in extensive planning. In meetings from summer 1998 through summer 1999, they redesigned the field experience component of the teacher education curriculum to give interns more opportunities to put theory into practice. Integration of the methods courses with field experiences occurred during these meetings.

Technology workshops were offered at the university to clinical teachers and media specialists.

The clinical teachers, the clinical coordinator, and university faculty made a presentation at a state conference for professional development schools on bridging the communication gap among partners in order to build an effective partnership.

Goal 2: To build on successes of current Model Clinical Teaching Programs and established partnerships

In 1998–99 the partnership continued to focus on reflective teaching. Through reflection the interns begin the ongoing process of blending the art and the science of good teaching practice. Understanding why an activity or a practice was productive or nonproductive in the classroom is a key element of reflection. Reflection is an individual's needs assessment and self-monitoring.

Videotaping was used to capture the real classroom performance of the interns. The performances were analyzed by the university supervisors, the clinical teachers, and the interns, using a set of questions to guide thought and reflection.

The yearlong internship is being piloted only in the counties currently participating in the Model Summer Student Teaching Project.

Goal 3: To extend and improve the school-based components of initial preparation and continuing professional development programs

Interns participated in staff development activities on linking literacy and technology in the classrooms of the partnership schools.

Partners held planning meetings to restructure and integrate methods courses so that more interns could participate in the program and have more opportunity to put theory into practice.

Beginning teachers, teachers who were new to the district, and teachers with less than three years of experience attended workshops on performance-based licensure.

Goal 4: To strengthen the linkage between the theory and the practice of teaching and learning, thereby narrowing the gap between what is known to be effective practice and how it is applied

As mentioned earlier, a yearlong voluntary internship program now is operating, with a limited number of students. The interns are in the schools one day a week during the first semester and full-time during the second semester. They rotate among the clinical teachers at the school sites to see different grade levels being taught. Also, they interact with a diverse group of students as they observe and participate in the different classrooms.

The interns keep journals for reflection and use them as a basis for discussion with clinical teachers, the clinical coordinator, and university supervisors. Reflective teaching conferences are facilitated by use of interns' videotaped lessons.

Goal 5: To focus and share resources of the university, colleges, and communities to improve curriculum and increase student learning in P–12 schools and university teacher education programs

The clinical coordinator served on the school improvement team of one of the partnership schools to stay abreast of its needs. The school improvement team consists of the principal, parents, classroom teachers, teacher assistants, fine arts teachers, and physical education teachers. Any decisions made for students that are not mandated by the state have to go before this team for approval.

Outcomes

In 1998–99 the partnership planned, organized, and established policies and procedures for implementing its program. One outcome of this effort was the establishment of a partnership advisory council and four committees to serve under it: the Core Committee, the School Services Committee, the Technology

Services Committee, and the Curriculum Committee. The Core Committee served as the steering body of the council. The School Services Committee provided organized services and assistance to the public schools. It also collaborated with schools and districts on coordinating placements for early field experiences and student teaching experiences. The Technology Services Committee provided students, clinical teachers, and media specialists with workshops on how to integrate technology into classrooms. The Curriculum Committee served as the governing body for all curriculum-related experiences for the partnership.

Technology workshops were offered to clinical teachers and media specialists from partnership schools. Ten teachers and two media specialists attended them and now are applying the competencies in the classroom.

Results of surveys of interns and their students indicated that both benefited from the program. Interns reported that participation prepared them to handle emergencies that occurred daily in the classrooms. Further, the first semester of observation/participation gave the interns an opportunity to build a relationship with clinical teachers and students before beginning their student teaching. Interns also had more observation experiences with their clinical teachers, and the videotaped lessons gave them an opportunity to reflect on their teaching. The students felt that having the interns in the classrooms gave them more individual attention.

Results of a survey of teachers, school administrators, district/central office administrators, and university personnel to determine the quality of communication among partnership members indicated that communication was better among certain members.

Lessons Learned

Although the partnership is in its second year of implementation, personnel have learned several lessons and continue to be challenged. This section focuses on some of those lessons:

- Allowing students to participate voluntarily in the internship has resulted in a very low number of interns.
- There must be a realignment of elementary and special education methods course schedules in order to strengthen the field experience component required by the partnership. Several meetings on realignment have been held, but there still needs to be more refinement.
- The elementary and special education faculties are too small to handle the additional responsibilities required by the partnership. More faculty members are required to implement this initiative successfully.
- Additional resources are needed to give clinical teachers larger stipends in order to encourage the best teachers to participate.
- Ongoing professional development in action research is critical for both university faculty and partnership school personnel.

Future Directions

To support the growth and the continued success of the partnership, partnership personnel will continue to collaborate, and to review and refine strategies. The following goals for the future of the partnership have been established:

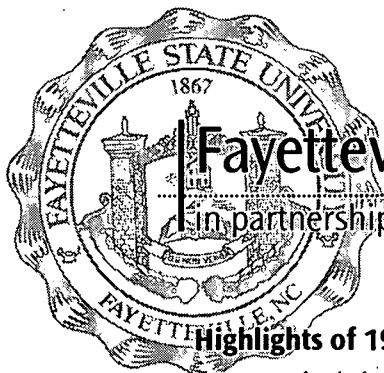
- To identify and work with university freshmen, sophomores, and juniors who are interested in teaching careers, and to encourage them to participate in the yearlong internship program
- To conduct action research and disseminate the results
- To continue to restructure elementary and special education methods course schedules to complement the field experience component of the partnership
- To offer school personnel more training in technology and its use
- To initiate more professional development activities for interns

Profile of USTEP Based at Elizabeth City State University

SCHOOLS	
Number of school districts involved in partnership	3
Number and types of schools involved in partnership:	
Elementary	3
Student enrollment in schools involved in partnership	1,357
Number of teachers in partnership schools involved in partnership activities	22
Number of nationally certified cooperating/clinical teachers in partnership schools	0

UNIVERSITIES	
Number of education faculty (overall)	9
Number of education faculty involved in partnership	3
Number of arts and science faculty involved in partnership	INP
Number and level of graduates who completed teacher education program in 1998-99:	
Elementary	18
Middle	1
Secondary	6
% Minority	INP

INP = Information not provided



Fayetteville State University

In partnership with Cumberland County Schools

Highlights of 1998–99

- University faculty became increasingly involved at partnership school sites, teaching courses, delivering professional development sessions, and initiating action-research projects.
- Public school partners provided input on the restructuring of undergraduate and graduate programs at Fayetteville State University.
- Four university faculty members participated in a joint initiative on diversity for educators from the Cumberland County Schools.
- The partnership successfully implemented four professional development schools.
- University and school faculty collaborated in teaching methods classes in the participating professional development schools.
- University and school faculty and fourth-year preservice teachers shared best practices at regional and state conferences.
- University faculty were identified to coordinate activities in the professional development schools.
- Two more partnership schools were established at Ferguson-Easley and W. T. Brown Elementary Schools.

Overview

During the 1997–98 school year, Fayetteville State University (FSU) entered into a University-School Teacher Education Partnership with Cumberland County Schools and implemented professional development schools (PDSs) at the following sites: Luther "Nick" Jeralds Elementary School, Pauline Jones Elementary School, Reid Ross Middle School, and E. E. Smith Senior High School. Each school had specific areas of focus to guide its collaborative work. Also, each school became a laboratory for third-year preservice teachers enrolled in educational methods courses and a practice site for teacher "interns" (preservice students in their fourth year).

At the elementary and middle school levels, preservice teachers worked directly with students in the schools as part of their observation and field experiences. They were given valuable opportunities to plan and teach demonstration lessons to whole groups of students and to provide one-on-one tutoring to students experiencing mathematics and reading problems. The teacher internship experience allowed the preservice teachers to plan instruction based on careful diagnosis of students' test scores and classroom performance. Such activity reinforced the program goal of linking studies of theory in the university classroom to practice in the elementary classroom.

At the high school level, third-year preservice teachers visited and observed master teachers in various disciplines. Clinical observations were used to validate lessons taught by methods faculty and to increase students' preparation for the internship. Realization of the PDS model at the high school was slow, however.

At year's end, program administrators found the PDSs to be at different stages of implementation. Internal evaluations of progress helped each site shape goals and objectives for the second phase. Feedback and interest surveys were conducted by the faculty coordinators of the PDSs in an effort to assess what needed to be done differently for improvement. The success of the first-year implementation of PDSs energized program expansion. In 1998–99, FSU expanded its partnership efforts to include two more elementary schools, Ferguson-Easley and W. T. Brown.

Second-Year Goals and Objectives

The initial goal of the partnership was to improve teaching and learning through better preparation of teachers, administrators, licensed personnel, and nonlicensed staff. In the second year of implementation, this goal was expanded to include the following goals:

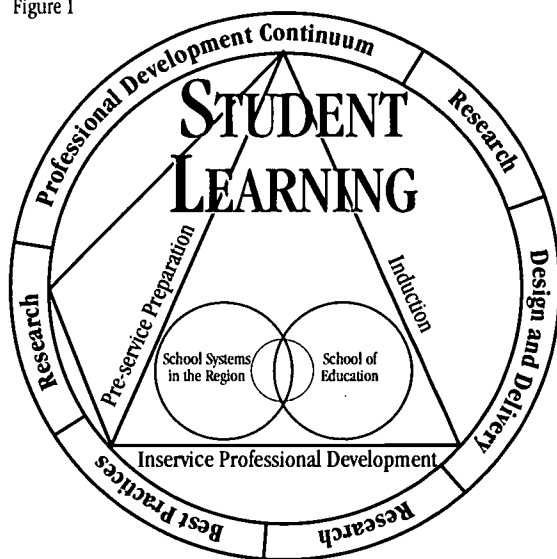
- To create more effective models of preservice preparation
- To strengthen the teaching profession, from initial preparation through career-long professional development and renewal
- To redesign the written and taught teacher education curricula in order to reduce the gap between theory and practice
- To redefine and clarify the professional roles of teachers and university professors to be consistent with the demands of the 21st century
- To improve P–16 learning experiences through university-school collaborative efforts
- To increase the number of elementary schools in the partnership
- To provide educational technology services to schools in the partnership districts

Key Components

The key components of the PDSs, which provide the nucleus for all other strategies, are (1) preservice preparation, (2) induction, (3) inservice education and professional development, (4) integration of technology into the classroom, (5) collaborative research, and (6) recruitment.

The schematic in Figure 1 depicts the framework within which the key components of the program are implemented. Four domains are reflected in the schematic, which strengthen the key components: (1) professional development, (2) design and delivery, (3) best practices, and (4) research. The schematic is circular to depict continuous improvement. Achievement of public school students is the focal point, and research is the domain that influences the key components and other domains.

Figure 1



Outcomes

The implementation of second-year goals and objectives involved the collaboration of many partners. Activities in the elementary schools focused on preservice preparation, inservice education, professional development, and collaborative research. In the middle and secondary schools, the focus was preservice preparation, induction, integration of technology, and collaborative research.

The faculties at Jeralds and Ferguson-Easley Elementary Schools hosted 19 teacher interns in 1998–99. While assigned to their respective schools, the interns engaged with university faculty and public school teachers, who voluntarily contributed to and significantly supported the interns' professional development. Master teachers demonstrated lessons and best practices both in and outside the classroom. University faculty provided inservice workshops, professional development seminars, and a graduate course for teachers and instructional support personnel in classroom management and successful instructional techniques. Action-research projects, a natural outgrowth of collaborative efforts, were initiated at each site. For example, at one site, partners evaluated the effectiveness of one-on-one tutoring. Middle school partners supervised the clinical experiences of 8 teacher interns and codirected the early field experiences of 15 preservice teachers. The School of Education provided professional development experiences for both preservice and inservice teachers in classroom management and successful instructional techniques.

Additionally, at the Reid Ross Middle School, to expose their students to the realities of the classroom and to help link theory and practice, five middle-grades university faculty conducted classes in classroom management and methods of teaching social studies, mathematics, science, and language arts, for two consecutive semesters. Preservice teachers tutored students and participated in classes on methods of teaching.

The secondary school's participation was not immediately energized. Although the school welcomed preservice students for field experiences, internal changes stymied partnership efforts and school participation. The School of Education provided technical assistance in development of the school as a mathematics and science academy (a theme that had been initiated before the school became a PDS in the partnership). Also, the School of Education's technology specialist conducted a series of workshops on Microsoft PowerPoint and Microsoft Word. Sixty-two teachers participated.

In summary, the collaborative activities resulted in the following outcomes:

- Increased involvement of university faculty at partnership school sites, supervising teacher interns, teaching courses, delivering professional development sessions, initiating action-research projects, and enhancing the collaborative atmosphere.
- Input from public school partners on the restructuring of undergraduate and graduate programs.
- Participation of four university faculty members in a joint initiative on diversity, cosponsored by Fayetteville State University and the University Center for International Studies, The University of North Carolina at Chapel Hill. Targeted personnel were educators from the Cumberland County Public Schools. Presentations by School of Education faculty concentrated on historical perspectives and cultural and ethnic issues related to the Native American, African-American, and West Indian students in the public schools.
- Successful involvement of 10 university faculty at four PDSs, which resulted in expansion of the program to two more schools. This involvement included teaching professional education methods courses and conducting preservice and inservice workshops.
- Identification of university faculty to coordinate the elementary and middle school PDSs. Coordinators visited partnership schools regularly and scheduled and planned seminars with interns, clinical teachers, and principals. They also consulted with principals. Roughly 50 percent of the coordinators' time was spent on PDS issues.
- Program promotion in the partnership schools and throughout the School of Education. The elementary school coordinator authored a brochure (*Elementary Professional Development Schools*) outlining partnership successes and highlighting the shared benefits of the partnership. The middle school coordinator published and distributed a newsletter entitled *S.U.C.C.E.S.S. (Students Using Communication and Collaboration to Enhance Success)*, which extolled the

efforts of partnership teachers, university faculty, and the participating preservice teachers. These publications were used for program recruitment as well as for dissemination of information.

- Provision of professional development opportunities for interns and partnership teachers, including attendance and presentations at professional conferences. One team (a university faculty member, a partnership school administrator, and two teacher interns) made a presentation entitled *University-School Teacher Education Partnership: Preparing for the Future* at "Partnerships for Excellence in Education," North Carolina's second annual Education Partnership Conference, in April 1999. Another team (university faculty and elementary and middle school teachers) presented *Professional Development Schools: Lessons Learned* at the annual meeting of the North Carolina Teacher Education Forum in September 1998.
- Involvement of the following key personnel in the partnership effort: (1) school site coordinators, (2) partnership teachers, (3) the clinical supervisor of teacher education, and (4) teacher interns.

School site coordinators were identified in each of the participating PDSs. Each was responsible for overall coordination of site-based activities related to the PDS's partnership with the university, including placements, training, induction, seminars, and collaborative research. School site coordinators were not expected to supervise teacher interns. They served as an administrative and logistical link between the PDS and the university. Each coordinator was compensated \$800 per semester.

Partnership teachers are career professionals committed to excellence and quality for all learners. They have been trained as mentors and also have completed Effective Schools training as required by their district. Their number varied from site to site, depending on the number of teacher interns assigned to the particular school. They mentored, instructed, and developed teacher interns. They were compensated at the rate of \$200 per semester.

The clinical supervisor of teacher education, a full-time university faculty member, was responsible for coaching and mentoring partnership teachers in effective practice in learning-centered supervision. In collaboration with the partnership teacher, the clinical supervisor monitored the continuing development of the teacher intern. She also provided assistance with and analysis of instructional methods and strategies appropriate for the assigned grade level.

Teacher interns are preservice teachers eligible for student teaching who have been approved by the director of teacher education. They participate in supervised internship experiences that attempt to meet the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). Additionally they participate in seminars and professional development and other initiatives in the participating schools. Twenty-seven elementary and middle school preservice teachers did internships in the partnership schools during 1998–99. No interns were assigned to the high school in 1998–99.

- Provision of continuing professional development to teachers on integrating technology into their classroom teaching. In 1998–99 the technology specialist made his services available to two elementary schools, two middle schools, and one high school.

Lessons Learned

Each year, partnership participants learn important lessons and gain fresh experiences. Following are critical lessons learned in the second year of implementation:

- Preparation for preservice teachers should not be limited to university classroom experiences.
- Retraining and retooling of university faculty must be systemic in nature.
- Teacher interns benefit greatly from extended high-quality experience in the classroom before and during their internship.
- Increased planning between university faculty and partnership teachers must occur in order to maximize the learning experiences of all teacher interns.
- University-school partnerships and PDSs are labor-intensive. They require sustained involvement of personnel and continuing financial support.
- Implementation of a PDS at the high school level is very challenging, more so than at the elementary or middle school level.

To date, three cohorts (groups) of teacher interns have participated in the professional development initiative. Summative evaluations were conducted with them as they exited the program. Following are examples of their comments:

Cohort 1: "Overall, the PDS experience was a useful learning experience. I learned so much that will make my transition into my own classroom much easier. It was hard work, but worth it."

Cohort 2: "The intern experience at Jeralds Elementary School proved to be very rewarding. I particularly enjoyed the extra time spent with the students prior to beginning the actual teaching."

Cohort 3: "The PDS experience was a positive experience for me. This system of internships brings reality to the intern in a way that I do not think occurs in the 'traditional' student teaching. We were able to start on the ground floor, and the students accepted us from the start. The first-day jitters were taken care of before we actually had to plan any classes. The accessibility of the cooperating and supervising teachers was also a benefit. There was never a time that I felt that I could not approach my cooperating teacher or the clinical supervisor. This may well have happened in a traditional internship, but I believe that being part of the PDS internship program made me feel like part of a team. I knew where to go for answers and I knew that I would not be turned away."

It is apparent to all that there is value in this model of preservice training and preparation.

Promising Teaching and Learning Practices

Following are two examples of promising practices of the PDS initiative:

- Teacher interns have numerous opportunities for professional development. They participate in staff development with their partnership teachers. Additionally, they have opportunities to attend statewide conferences. On their return, interns present information garnered while attending conference sessions (workshops, seminars, etc.). An intern from cohort 3 referred to the experience as "getting a taste of reality."
- Two of the partnership's elementary PDSs are low-performing schools, and many of the children are socioeconomically and academically challenged. However, the interns overwhelmingly have endorsed these schools as an excellent proving ground for potential teachers. To continue to place, support, and demonstrate excellence in teaching in such locations can only sharpen the skills of preservice teachers while preparing them for problems found in almost any school.

Future Directions

The PDSs provide a well-defined basis for other partnership initiatives. A continued emphasis will be on early and continuous clinical experiences; enhanced field-based research; professional training and development of university faculty and partnership teachers and administrators; and recruitment of a diverse population of preservice teachers. Ultimately the goal is to improve the quality of teacher and administrator preparation through rigorous entry and program standards and a relevant array of real-life experiences.

Several themes will provide a focus for future efforts:

- Expanded partnerships
- Defined leadership roles
- Evaluation and dissemination
- Shared governance
- Technology applications

Sustained success of the PDS initiative will depend in part on identification of someone to be responsible for coordinating the University-School Teacher Education Partnership based at FSU.

Profile of USTEP Based at Fayetteville State University

SCHOOLS

Number of school districts involved in partnership	1
Number and types of schools involved in partnership:	
Elementary	3
Middle	1
Secondary	1
Student enrollment in schools involved in partnership	3,248
Number of teachers in partnership schools involved in partnership activities	183
Number of nationally certified cooperating/clinical teachers in partnership schools	0

UNIVERSITIES

Number of education faculty (overall)	12
Number of education faculty involved in partnership	10
Number of arts and science faculty involved in partnership	6
Number and level of graduates who completed teacher education program in 1998–99	
Undergraduate	98
Graduate	55



North Carolina Agricultural and Technical State University

in partnership with Alamance-Burlington and Guilford County Schools

Highlights of 1998–99

- Four more schools joined the partnership, bringing the total to 16.
- Nearly two-thirds of the seniors in teacher education participated in a yearlong internship.
- Two public school teachers on leave from Guilford County completed their first year as “clinical faculty,” monitoring preservice students’ field experiences and helping plan school curriculum.
- Several public school teachers made presentations and conducted demonstrations in university methods classes.
- Two partnership schools initiated programs to improve student achievement.
- The partnership helped schools organize special events to meet their particular needs—for example, recognition ceremonies and preparatory sessions for standardized tests.
- Partnership recruitment efforts drew more than 600 middle and high school students to the campus of North Carolina Agricultural and Technical State University.

Overview

The University-School Teacher Education Partnership based at North Carolina Agricultural and Technical State University (NC A&T) is a collaboration between the university and 16 Alamance-Burlington and Guilford County public schools designated as professional development schools (PDSs): 9 elementary (Bessemer, Brown Summit, Eastlawn, Erwin, Grove Park, Hampton, Sternberger, Sumner, and Washington); 3 middle (Eastern Guilford, Lincoln, and Southern Alamance), and 4 high (Dudley, Eastern Guilford, Northeast, and Williams). Major emphasis is given to increasing learning and achievement by all students, to integrating technology into instruction, and to addressing issues arising from the diversity of student populations.

All the activities of the partnership are governed by a coordinating council, which consists of representatives from each partnership school, the teacher education program, the partnership school districts, and the community.

Numerous enhancements and innovations occurred in the 1998–99 academic year. The partnership increased school membership by four, implemented new videoconferencing technology, initiated a “clinical faculty” component (which involved public school teachers monitoring preservice students’ field experiences and helping plan school curriculum), and strengthened support services to partnership schools. Via the lat-

ter, the university bolstered its recruitment and marketing efforts, bringing more than 600 middle and high school students to the campus for various PDS activities.

Key Components

The partnership works to achieve its goals through six components: (1) preservice field experiences, (2) action research, (3) faculty exchanges, (4) faculty development, (5) clinical faculty, and (6) support services.

Second-Year Objectives

The partnership identified 11 objectives for 1998–99:

- To implement the second stage of the clinical model of teacher education
- To continue to develop and enhance faculty exchanges by using clinical faculty to develop and promote exchange activities between public school teachers and professors
- To conduct quarterly meetings of the coordinating council
- To conduct, at a minimum, two meetings of the governing board
- To design professional development activities for preservice teachers, inservice teachers, and university faculty, as needed
- To continue participation in state, regional, and national meetings as determined by the coordinating council
- To continue development of a working relationship with the partnership based at The University of North Carolina at Greensboro that will complement the efforts of each partnership in the participating school districts
- To develop collaboration between the public schools and all university divisions that will enhance and promote the use of technology in teaching
- To develop and maintain a recruitment process for partnership districts and schools
- To facilitate research activities in the partnership
- To develop a plan to influence school district and university policy

Implementation Strategy

The coordinating council is the major governing arm of the partnership. Cochaired by the School of Education’s PDS coordinator and a public school representative, the council uses seven major committees to address problems and issues. These committees, which consist of representatives from NC A&T’s teacher education

program and each PDS, meet monthly, or as required. The committees and their areas of concern are as follows:

- The Preservice Field Experiences Committee focuses on development of field experiences, including the student teaching internship. This committee addresses placement, required hours, and general description of field experiences.
- The Curriculum Committee focuses on collaborative curriculum development, identifying resources (current curriculum materials, for instruction and assessment) to be used.
- The Research/Inquiry Committee identifies and directs collaborative research projects for the partnership.
- The Faculty Development Committee focuses on conferences, workshops, and other inservice activities that might interest partnership members. Specifically, the committee leads the efforts of partnership members to attend and present collaboratively at conferences. Additionally, the committee seeks guest speakers for the partnership.
- The Finance Committee makes decisions related to funds available to the partnership. It promotes in-kind services and is a joint reviewer of all proposals submitted by the partnership to outside sources or received by the partnership from constituent organizations or individuals.
- The Technology Committee is responsible for acquisition of the most appropriate technologies to enhance teaching and learning, and for training in the use of them.
- The Grantsmanship Committee focuses on ways to obtain outside funding for the partnership. It is the focal point for the partnership's proposal-writing activities.

Successes of Key Components

The 1998–99 school year was a very productive period of cooperative planning and implementation of five of the six key components, as follows. Only one component, faculty exchanges, did not flourish.

Preservice Field Experiences

A yearlong internship was successfully instituted, with 61 percent of seniors in teacher education remaining in the same school or classroom for their methods course and their student teaching assignment. (The yearlong internship is operationally defined as a 60-hour methods field experience followed by student teaching in the same classroom or school.)

The preservice field experiences component had a ripple effect on the university campus as well as in the public school environment. It energized many activities simply because of the interaction of the university student with the public school teacher.

Action Research

With \$3,000 grants from the partnership, two partnership schools implemented programs based on findings from educational research. Both programs sought to reduce behaviors hampering student achievement.

At Lincoln Middle School the aim was to curtail discipline problems and raise student achievement. The first step was to provide Lincoln Middle personnel and university faculty with professional development in cooperative discipline. In addition, university faculty developed and presented strategies to combat Lincoln Middle's increasing discipline problems. As a result of the training, Lincoln Middle, in cooperation with the partnership, developed the Lincoln Hornet Academy, a mentoring program designed to assist students who were labeled "at risk." The academy set out a planned schedule of activities that each participant had to complete. The activities focused on self-development.

Dudley High School initiated a leadership institute, whose mission was "to increase students' positive involvement through enhancing student programming with technology, effective communication, leadership training, and peer-on-peer accountability." This has become an ongoing event and now is in its second year. The 100 student participants in 1998–99 were representative of every class, every student organization, and every sports team in the school, and 15 community organizations. Focusing on the theme "Preparing Tomorrow's Leaders Today," the institute involved Dudley's students in extensive leadership training, from following parliamentary procedure and preparing effective presentations to conducting meetings properly and successfully. In addition, the program emphasized the use of effective communication skills. Because of the emphasis on technology as a tool for effective communication, the students' use of computers, the Internet, and graphics in the media center and computer labs dramatically increased. In addition, students effectively and confidently used PowerPoint software to enhance their projects in English, history, science, and mathematics. The results of these activities were increased cooperative assignments among teachers and a greater interest among students vying to become a part of the institute.

Faculty Development

The faculty development component operates on the premise that all constituents of the partnership should participate in professional development as participants or consultants. Several university faculty and public school teachers shared their expertise in the achievement of this component:

- A university professor of reading coordinated the Reading Is Fundamental (RIF) distribution at Washington Elementary School.
- Guilford County's 1998 Teacher of the Year, an English teacher at Dudley High School, shared survival skills for beginning teachers with preservice students in a methods class.
- Three fourth-grade teachers from Brown Summit Elementary School presented Guilford County's new writing benchmarks to the elementary education methods class. They also discussed strategies for implementing the benchmarks, which incorporate varying types of writing across curriculum areas.
- A clinical faculty member used the same benchmarks to teach narrative writing to fourth graders at Erwin and Washington Elementary Schools.

- A social studies teacher at Williams High School spent 14 days in Germany and England helping supervise seven student teachers. The experience not only benefited the student teachers but provided the teacher with valuable exposure to use in her classroom and her school. She also shared the information in subsequent partnership activities.

Clinical Faculty

Two public school teachers on leave from the Guilford County Schools completed their first year of involvement in the PDS program. These clinical faculty monitored preservice students' early field experiences in the PDSs. Additionally they were heavily involved in curriculum planning in the schools to ensure a high degree of congruency between the curriculum of the teacher education program and the curricula of the schools. Serving as a liaison between the public schools and the partnership, clinical faculty helped develop and maintain professional rapport between the university and its elementary, middle, and secondary school partners. Also, because clinical faculty were frequently in the public schools, they were able to detect the distinct needs of the schools and to design special activities to meet those needs.

An evaluation was conducted each semester to ascertain the effectiveness of the clinical faculty component. Student interns participated in an exit seminar; school and university personnel held formal conferences and completed written evaluations. Both sources revealed that the clinical faculty positively affected other key components of the partnership.

Support Services

Throughout the school year, the partnership assisted partnership schools in producing programs to meet their needs. For example:

- Alamance-Burlington Schools' ProTeam/Teacher Cadet visit to the NC A&T campus: This was a day of orientation to college life for 115 eighth- and twelfth-grade students participating in two teacher-recruitment programs. University student leaders facilitated sessions on development of the total student, and university faculty explained college admission requirements and application procedures.
- Dudley High School's Awards Banquet and Leadership Institute cookout: These end-of-the-year activities took place on the university campus.
- Dudley High School's High Schools That Work testing: These sessions were held in the auditorium of the School of Education building.
- Northeast High School's fall and spring sessions to help juniors and seniors prepare for the Scholastic Aptitude Test: These sessions were held in an NC A&T campus facility.

Several resources of the university were made available to partnership schools, among them workshops, consultation, mentoring, computer technology, and library privileges.

Outcomes

As PDSs emerge across the nation as centers of best or promising practices in the preparation of educators, the partnership has moved into the foreground of PDSs and will become one of the nation's leaders in this effort.

Involvement with 16 schools in two school districts has resulted in positive outcomes for the partnership. These outcomes are evident in schools, administrative levels of the school districts, central administrative levels of the university, and the faculties of the teacher education licensure areas. Reflecting the success of all the components of the partnership, they can be summarized under the categories of inquiry and reflection, diversity, flexible and innovative organizational structure, curriculum, clinical experiences, and best practice. An explanation of each category follows.

Inquiry and Reflection

Members of the partnership are involved in systematic, collaborative, and continuous inquiry and reflection about teaching and learning. Educators are engaged in disciplined consideration of and discourse about professional standards and practice. Further, they are committed to a knowledge base founded on research.

Diversity

The partnership has respect and appreciation for diversity and the understanding that all learners bring to their work. Through its own diversity, the partnership gives rigorous attention to individual learning styles, multicultural issues, and curricula that enhance the self-worth of groups of people. Participants demonstrate a caring attitude toward one another that joins them in a system to serve all children, families, and society effectively. The partnership embraces the concept of full-service schools by realistically addressing the needs of students in today's society.

Flexible and Innovative Organizational Structure

The partnership has created a new organization in which governance and decision making are shared. There is parity, mutual trust, and mutual respect, resulting in collective ownership of the enterprise.

Curriculum

The teacher education curriculum seeks to reflect excited students talking with enthusiastic teachers about important issues. Its central intellectual purpose exemplifies a commitment to equal access to knowledge and information. All the active components of the PDS, including the faculties of the public schools, teacher education, arts and sciences, business, technology, and agriculture, contribute to this.

Clinical Experiences

Clinical experiences are a vital component of the initial and continuing development of professional educators. The partner-

ship has collaboratively identified and developed personnel to coordinate and implement the complex components leading to exemplary clinical experiences. Both the university and the schools have enough qualified, committed faculty to support extensive, high-quality clinical experiences at the school site. Further, the partnership addresses the need for quality induction-year experience by working within the programs of the school districts to support beginning teachers and teachers new to the districts.

Best Practice

The partnership subscribes to and can demonstrate the following essential elements of best practice pertaining to the behavior and the development of learners:

- There is appropriate planning for the curriculum and learning environment.
- Students are actively involved in learning in diverse instructional arrangements with an emphasis on individual and small-group work.
- There is evidence of integrated curriculum, a wide range of instructional resources, and a variety of authentic assessment techniques.
- There is continual effort to provide opportunities for students to develop skills in critical thinking, problem solving, information literacy, and social competency.
- Learner ideas are encouraged, respected, and used.
- Educators demonstrate enthusiasm for teaching and learning and show evidence of commitment to the profession.
- Faculty and staff interact with students and other adults in a positive manner.
- Educators manage the school and classroom environment, curriculum, and student behavior in a positive way that supports self-discipline in a community of learners. Classroom and school activities are directed in a comfortable yet orderly manner.
- Practice reflects equal access to knowledge and the belief that all can learn.

Lessons Learned

There has been much discussion of bridging the cultures of the university and the public schools. From the interactions of the members of the coordinating council, who include people at the vice-chancellor and associate-superintendent levels, partnership personnel have concluded that they must look at the two cultures in the same light as they view diversity in the general society. That is, each culture must make a concerted effort to understand and interact with the other, rather than the two cultures making massive efforts to bridge the distance between them. Students must understand that the university and the school will each retain their identity as they interact with the other.

An important lesson of the last year is that parity and mutual respect among partners must be in place and be viable for other actions to follow. The partnership has learned to invest in the talents and the expertise of its partners. Without a doubt this has been a catalyst for progress.

Many students have commented that the real world of teaching is markedly different from their courses and their short stint in student teaching. Beyond the early field experiences, the year-long internship is the single program element that gives preservice students more than a glimpse of the work-a-day classroom.

Future Directions

Having learned that parity and mutual respect are keystones to collaboration, the partnership sees its charge as moving from a critical mass in each school and licensure area to the whole faculties of the participating schools and the university. It must make a concerted effort to develop in each culture a better understanding of the other culture.

From this understanding, the partnership will strengthen the components of faculty exchange and clinical experiences. Through these components in particular, the partnership can ease preservice students' transition into the real world of teaching and reduce attrition.

Partnership personnel expect the success and the stability of the clinical faculty component to generate new and renewed interest in the concept of clinical teacher education.

It is envisioned that the action-research and faculty development components will be enhanced with advocates for such in the public schools.

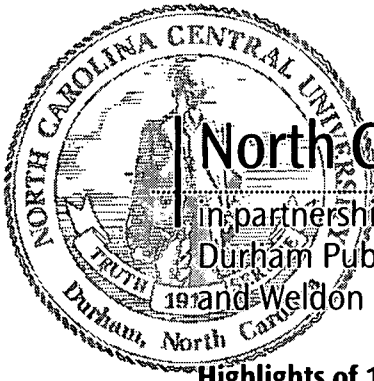
Profile of USTEP Based at North Carolina Agricultural and Technical State University

SCHOOLS

Number of school districts involved in partnership	2
Number and types of schools involved in partnership:	
Elementary	10
Middle	5
Secondary	4
Student enrollment in schools involved in partnership	12,671
Number of teachers in partnership schools involved in partnership activities	100
Number of nationally certified cooperating/clinical teachers in partnership schools	4

UNIVERSITIES

Number of education faculty (overall)	67
Number of education faculty involved in partnership	30
Number of arts and science faculty involved in partnership	18
Number and level of graduates who completed teacher education program in 1998–99:	
Elementary	41
Secondary	77
% Minority	95



North Carolina Central University

in partnership with Durham and Piedmont Technical Community Colleges, and Durham Public, Franklin County, Person County, Wake County, Warren County, and Weldon City Schools

Highlights of 1998–99

- Twenty-two students piloted a yearlong internship in two professional development schools, engaging in more substantive field experiences than previously available.
- Four university faculty members spent up to half of their time in three professional development schools, supervising interns, training and supporting cooperating teachers and teacher-mentors, facilitating instruction in classrooms, and acting as liaisons between the university and the schools.
- More than 200 partnership faculty members participated in extensive professional development activities, on such topics as middle school achievement, clinical supervision and mentoring, visual impairments and mobility, cooperative discipline, and cognitively guided instruction.
- Partners designed a program to support teachers seeking certification by the National Board for Professional Teaching Standards.
- Six partnership school teachers and administrators taught on-site methods courses and senior seminars, and co-taught campus-based courses in special education and other areas.
- The partnership expanded to include Durham and Piedmont Technical Community Colleges and Weldon City Schools.
- Partners participated in proposal writing that led to more than \$4 million in funds to support teacher training, recruitment, scholarships, and curriculum redesign over a five-year period.
- The teacher education program adopted North Carolina State University's clinical supervision model for cooperating teachers, clinical supervisors, and mentor teachers by incorporating two three-hour courses in the new master's degree program in elementary teacher education.

Overview

The Central Carolina University-School Teacher Education Partnership was established in June 1997, bringing together North Carolina Central University (NCCU) and five public school partners: Durham Public, Franklin County, Person County, Wake Public, and Warren County Schools. The goals were (1) to improve teaching and learning for an increasingly diverse student population; (2) to provide and support a continuum of professional development for university, preservice, and inservice educators; and (3) to engage the community as active participants in the educational process.

For much of the first year, the partnership focused on planning, building relationships and structures, and piloting selected

components of its plan. Specifically the year's work included training faculty members and selected teachers in the clinical supervision model developed by North Carolina State University, and building and refining collaborative working relationships with school-based educators. Teachers began to share the clinical supervision role traditionally filled by university faculty members, to co-teach methods courses and senior seminars, and to assist in redesigning preservice courses.

In addition, the first year saw initiation of a school-based action-research agenda and establishment and operation of three professional development schools (PDSs).

In its second year, the partnership continued to build on the national dialogue about "tomorrow's schools of education" and on lessons learned in the North Carolina partnerships, site visits to other partnerships, and its own first-year experiences. In addition, the work focused on improving K–12 teaching and learning through action research, professional development, and support for new teachers. Finally, partnership personnel devoted considerable time and attention to ensuring the alignment of specific initiatives with state and national standards (those of the Interstate New Teacher Assessment and Support Consortium, the National Board for Professional Teaching Standards, the National Council for Accreditation of Teacher Education, and others) and to addressing the major challenges identified during the first year.

Second-Year Goals

The partnership's second-year goals were essentially the same as the first-year goals:

- To attract talented people to teaching and to the professions that support teaching
- To implement a continuum of professional development, including redesigned preservice preparation, induction, and continuing professional development
- To demonstrate appropriate approaches for involving parents and the community in the continuing professional development of teachers and the improvement of the teaching profession
- To establish PDSs as models for demonstrating promising practices across the entire spectrum of the educator's development
- To use technology to facilitate communication among partners, establish problem-solving circles, and resolve dilemmas associated with student achievement
- To develop and recommend policy initiatives and changes that support better teaching and enhance teaching as a profession

- To support research directed at improving teaching and learning

Although the goals remained the same for the first two years, the emphases in the second year included refining and scaling up major initiatives begun in the first year, and acquiring resources to support the implementation plans around those goals. For example, the partnership planned for and submitted three proposals to the U.S. Department of Education under Title II of the Higher Education Act. The TechTeach Initiative, responding to the Preparing Tomorrow's Teachers to Use Technology request for proposals, supports the second and fifth goals just stated. This initiative was designed to improve teaching and learning by preparing teacher education faculty members and preservice teachers to integrate content knowledge, higher-level uses of technology (visualization, simulation, and interactive Web pages), and experientially and culturally based strategies for teaching complex concepts and skills in elementary and middle-grades mathematics and sciences. This initiative was funded for \$1.2 million, starting in fall 1999 and extending over the next three years (depending on Congressional budget reauthorization).

The second proposal, for a project entitled Teaching Matters, Quality Counts, was developed in support of the first, second, third, fourth, and seventh goals stated earlier. It provides for the establishment of a Center for the Elimination of Achievement Discrepancies, scholarships for promising teacher education candidates, professional development and recruitment initiatives in partnership with Durham and Piedmont Technical Community Colleges, and extensive collaboration between NCCU education and arts and science faculty members in improving the content knowledge and the teaching skills of preservice and inservice teachers. This initiative was funded for about \$3 million, starting in fall 1999 and extending over the next five years (again, depending on Congressional budget reauthorization).

Finally, the partnership submitted a recruitment proposal in support of the first goal stated earlier. This proposal was not funded. With a relatively small teacher education faculty, competing interests of public school partners, and historically very little financial support and institutional rewards for faculty or teacher involvement in school partnerships, the acquisition of additional resources was crucial to the partnership's ability to continue working toward its rather ambitious goals.

Key Components

The partnership's key components are essentially the same as its goals:

- Recruitment and selection of prospective teachers
- Establishment of PDSs, and other expansions of school-based and clinical practice
- Redesign of preservice education curricula
- Induction of and support for beginning education professionals
- Use of technology to address problems in teaching and learning
- Establishment of a cohesive, coordinated system of continuing professional growth for both public school and university personnel

- Development and support of policy initiatives to support teacher development and further development of teaching as a profession
- Identification and dissemination of promising practices

Implementation Strategies

The partnership relies largely on its governing bodies to facilitate the work necessary to accomplish its goals. The dean of the NCCU School of Education chairs a 33-member policy board composed of university, school, community college, and community representatives. The board meets annually to establish direction, assess progress, and set policy. A second level of governance, the planning team, carries out the more detailed activity of developing and implementing work plans. This team is composed of individual planning teams from each of the partnership districts and the three PDSs. At the partnership level, the planning team meets at least twice a year to identify and prioritize needs that can best be addressed through the partnership and to identify human and financial resources. At the school or school district level, committees consisting of teachers, administrators, university faculty members, and university staff form as needed around specific initiatives.

Much of the work of the partnership continues to be done within the context of the three PDSs—two elementary schools (Pearsonstown and C. C. Spaulding in Durham Public Schools, and one school for the visually impaired (Governor Morehead School for the Blind, in Wake County). Although PDSs, like other partnership initiatives, come under the governance of the policy board, the operation of the PDSs is largely the responsibility of site-based steering committees. Each PDS has a university and a school liaison who manage and facilitate communication between the school and the university and who play major roles in PDS operations (e.g., intern supervision, new teacher support, mentor training, curriculum redesign, and teaching of on-site preservice courses). Four faculty members spend up to half of their time in the PDSs.

In addition to its governance bodies and the PDS-centered activities, the partnership employs other strategies, as follows:

- Academic-year and summer training institutes for cooperating teachers and mentors
- Action research supported by minigrants to teachers and university faculty members
- Involvement of first-semester senior interns in direct instruction of low-performing students and in focused interaction with parents
- Participation in state and national conferences
- Active participation in the North Carolina Model Clinical Teaching Consortium and the Model Clinical Teaching Program based at North Carolina State University

Outcomes

Accomplishments in the second year included the following:

- Thirty-eight low-performing African-American students in the

Pearsonstown PDS were involved in a small research project designed to determine if direct instruction in a Saturday Academy would result in increased learning. PDS interns provided individual tutoring, small-group instruction, and activities for students and their parents. Ninety-two percent of the students posted gains in mathematics, and 87 percent posted gains in reading scores averaging 5.64 points. The positive results of this project led the PDS to repeat and attempt to institutionalize this activity.

- A wide range of professional development opportunities resulted in increased learning among cooperating and inservice teachers as indicated by evaluations of the individual activities. NCCU provided professional development opportunities for its school partners that included course offerings through the Model Clinical Teacher Consortium at two community college campuses; mentor teacher training; mentor counselor training; middle-school team training through the Middle School Achievement Model Project; technology training through an action-research project; and workshops, seminars, and graduate course work through the Visual Impairment Training Program and the Community Partners Program in Behavioral and Emotional Disabilities.
- In a "difficult but successful" professional development model, a group of parents from Pearsonstown Elementary submitted and received funding for an action-research project designed to determine if hands-on technology training of teachers and student interns would result in increased and better use of technology to support teaching and learning. The parent technology group provided a session for all teachers and teacher assistants in the PDS to expose them to some of the philosophical considerations in using the Internet in schools and to some basic technology skills. Four two-hour sessions focused on curriculum-based research topics. In evaluations of the activity, 73 percent of the teachers who participated said that they would incorporate some of the training materials into their instruction.
- The partnership successfully increased involvement and equity in decision making among school partners as indicated by their extensive participation in planning and applying for funding to support key initiatives. Collaborative grant-seeking initiatives resulted in the award of more than \$4 million to support teacher education program reform and school partnerships over the next five years.
- Arts and science faculty members and education methods instructors continued to collaborate in revising curriculum through a \$22,952 grant from Project NOVA (NASA Opportunities for Visionary Academics). The project resulted in the design and the piloting of an integrated mathematics, science, and technology course for elementary teacher education majors.
- Communication between and among the PDSs and the university was greatly enhanced by the use of E-mail and on-site liaisons, addressing one of the major challenges noted during the first year.

- The National Boards Support Program (designed to assist teachers seeking board certification) is just getting under way. So is a schoolwide literacy assessment at South Elementary School in Person County.

Lessons Learned

Three important lessons from the second-year experience stand out among all the others. The first has to do with "approaches for involving parents and the community in the continuing professional development of teachers" (the third goal stated earlier). The parent technology committee at Pearsonstown Elementary School launched a faculty and intern professional development activity that participants rated as extremely useful and well organized. The majority of participants indicated that the training will help them do a better job and that they will incorporate training activities into their work. Although merging the cultures of a university, a school, and the community is difficult, this activity speaks to the potential contribution that such mergers can make to public education. Parents, as designers and trainers in this activity, demonstrated that they have valuable expertise in key areas of concern and need in the public schools, that they can apply democratic principles in decision making, and that they can and should be viewed as equal partners in all aspects of their children's education.

A second major lesson learned during the second year is the value of equity in decision making among university, school, and community partners. Collaborative decision making across institutional boundaries is both challenging and time-consuming. Yet it is essential to the successful launching of authentic and sustainable partnerships. The very process of collaboration helps break down barriers by clarifying goals, identifying common interests, and instilling trust among partners. Equity in the process ensures maximum use of human and financial resources. Perhaps most important, it ensures that partnership activities accrue to the common benefit of partners.

A third lesson is the potential effect of well-prepared preservice interns on the academic achievement of K-12 students when those interns are treated as colleagues within the school community and given meaningful roles and responsibilities. Such was the case with the Pearsonstown Saturday Academy and the success of the academy's targeted low-performing African-American students.

Future Directions

One of the major challenges of the partnership continues to be financial and human resources and the equitable sharing of those resources among the partners. The successful collaboration on several grants during the second year has helped increase various partners' knowledge about the availability of resources and will shape future discussions on this matter. The partnership's policy board will address this issue at its next meeting.

Another major focus in the coming year will be candidate assessment and the effect of interns and new teachers on achievement of K–12 students. The partnership will devote considerable effort to developing a comprehensive plan for assessing preservice teachers' competencies at various stages in their preparation. For example, the TechTeach Initiative provides for live portfolio presentations at the end of the junior year, before a panel of students, university faculty members, and public school partners. The panel then will make a recommendation to the teacher education program regarding the candidate's proficiency in integrating content knowledge, pedagogy, and technology. Other candidate-assessment measures will include examination of student work and live and videotaped observations of candidates' first-year teaching.

A third focus will be the junior-year field experience. The revised field experience program, which was piloted this year, will be refined on the basis of lessons learned. For example, one lesson was that attaching field experiences to some specific courses was not feasible, given that preservice teachers were not enrolled in those courses as distinct groups. In addition, many of the college's students are part-time. An academic-year project in the public schools would make implementation more practical, both for nontraditional students who may not be enrolled in the full professional-studies course sequence and for traditional students who are not yet sequenced as current program plans recommend.

Fourth, the partnership will focus on fully integrating its new partners, including the two community colleges. Two people will be hired part-time to teach an on-site course, Orientation to Teaching, for community college students who plan to transfer into the teacher education program at NCCU, and to act as liaisons between the community college and the university in recruitment, scholarship, and research initiatives under the Teaching Matters, Quality Counts project. The partnership also will establish Learning Plus laboratories at both community colleges to assist potential transfer students in preparing for the teacher education program's entrance examination, Praxis I (part of the Educational Testing Service's test that replaced the National Teacher Examination).

Recruitment will be a major focus of the third year, in that the partnership has a goal of doubling enrollment in the teacher education program over the next three to five years. Scholarships, made possible by recent grants, will be offered to promising candidates.

Technology to support teaching and learning also will be a major focus. The TechTeach initiative will provide intensive, project-oriented professional development for university faculty members and teachers to ensure their proficiency in integrating technology, constructive teaching strategies, and deep content into the preservice teacher education program. Faculty and teacher teams will learn how to develop and use computer-based visualizations and interactive Web-based activities to teach complex concepts in elementary and middle-grades mathematics and science. Additional professional development experiences will be provided through partnerships with the

University of Virginia Curry School of Education, Southeast Regional Visions for Education (SERVE). In these partnerships, faculty members will align preservice courses with national and international technology competencies and identify where within the preparation program those competencies are taught and demonstrated. Finally, preservice students will be required to demonstrate higher levels of competency in the use of technology to support teaching and learning.

The partnership will continue to refine and expand its research agenda through its minigrants for action research and through the Center for the Elimination of Achievement Discrepancies, which is under development. The center will involve higher education institutions, preservice students, public school partners, business partners, and the community in research directed at closing the academic performance gaps between Caucasian and non-Caucasian students at both the K–12 and the higher education level.

Profile of USTEP Based at North Carolina Central University

SCHOOLS

Number of school districts involved in partnership	6
Number and types of schools involved in partnership:	
Elementary	5
Middle	3
Secondary	4
Other	1
Student enrollment in schools involved in partnership	5,200
Number of teachers in partnership schools involved in partnership activities	60
Number of nationally certified cooperating/clinical teachers in partnership schools	INP

UNIVERSITIES

Number of education faculty (overall)	44
Number of education faculty involved in partnership	20
Number of arts and science faculty involved in partnership	INP
Number and level of graduates who completed teacher education program in 1998–99	INP

INP = Information not provided



North Carolina State University

in partnership with Franklin, Johnston, and Wake County Schools

Highlights of 1998–99

- Five more schools in the participating districts became partnership schools.
- The partnership streamlined membership on its governance council to include six high-level administrators from the constituent organizations and the partnership coordinator.
- The partnership acquired additional financial resources from the participating school districts to achieve partnership goals.
- The partnership organized the state University-School Teacher Education Partnership conference, "Partnerships for Excellence in Education," in April 1999, at the North Raleigh Hilton. The conference offered teachers in partnership schools opportunities for professional development through attendance and presentation.
- The partnership hired a half-time program assistant to provide secretarial and accounting support.

Overview

The University-School Teacher Education Partnership based at North Carolina State University (N.C. State), called Triangle East Partners in Education, includes Franklin, Johnston, and Wake County Schools, in addition to the university. The partnership's goals for the first year were practical, for the most part. The partnership established an office and a governance council; continued N.C. State's work with Cary High School, begun before the partnership; and identified additional partnership schools. Further, it identified school personnel already trained to be mentors, who also had experience with preservice teachers, to serve as clinical faculty; supported the professional development of career teachers; and identified and provided stipends for university faculty who served as university-school liaisons and schoolteachers who served as site coordinators for the partnership schools.

In the second year, the partnership provided professional development for teachers and university faculty through workshops, support for travel, and opportunities to share experiences at conferences. Experienced mentor teachers taught courses at N.C. State, supervised field experiences, and served as guest speakers in college classes. Further, the partnership began working with the five new partnership schools: Bunn and Cedar Creek Middle Schools in Franklin County, Smithfield-Selma High School in Johnston County, and Apex High and Martin Middle Schools in Wake County (in the latter two schools, the science departments only). The coordinator and the assistant coordinator visited these five schools, made presentations to their faculties, and secured support from each school's administration and faculty.

The second year was one of intense efforts directed at organization, implementation, and evaluation. It culminated in May with a thorough review of the partnership by an external evaluator, who visited schools, interviewed teachers, and met with deans and faculty of N.C. State's College of Education and Psychology. His visit resulted in a comprehensive report.

Second-Year Goals

Following are the partnership's goals. The partnership tried to address each one during its second year.

- To revise the preparation of preservice teachers for middle and secondary schools through increased interaction among partnership schools and the university
- To provide support for the induction of initially licensed teachers into the professional community
- To design and implement a comprehensive program of opportunities for the professional development of educators
- To implement effective communication strategies and collaboration opportunities within the partnership
- To provide opportunities for school and university collaborators to conduct school-based research that informs decision making and classroom practice
- To provide the resources essential for creating a culture of success based on high expectations
- To disseminate information concerning the successes of the partnership in order to foster a positive perception of the teaching profession

During the second year, the partnership focused on two particular goals: to implement effective communication strategies and collaboration opportunities and to disseminate information concerning the successes of the partnership. The purpose was to buttress the preparation of preservice teachers and to support initially licensed and veteran teachers in order to improve student achievement.

Key Components

The key components of the partnership are the university, the six partnership schools, and the partnership's governance council. Six university faculty members serve as liaisons between N.C. State and the six schools, aiding the schools in implementing their individual objectives. The partnership's coordinator, assistant coordinator, and administrative assistant oversee the operations of the partnership as a unified entity. At the district level, central office administrators provide links between the university and the districts by developing and offering mentor training

programs to the teachers at the partnership schools. Also, they encourage the partnership schools to be actively involved in N.C. State's Model Clinical Teaching Network. At the individual school level, classroom teachers serve as site coordinators, for which they receive stipends and funds for professional development. Each site coordinator organizes committees that serve the needs of the school. The site coordinators and committee chairs make up Partnership Implementation Teams, or "PIT Crews." These members represent a wide array of subject matters: mathematics, science, English, social studies, health occupations, exceptional children, leadership, program development, curriculum, and instruction.

The partnership's governance council consists of seven members: the dean and an associate dean of the College of Education and Psychology and the senior vice-provost for academic affairs, representing the university; two superintendents and one associate superintendent, representing the school districts; and the partnership coordinator.

Implementation Strategy

Once the structure of the partnership was in place, the university and the partnership schools began to focus on the goals for the second year. To foster a collaborative spirit, the partnership hosted monthly meetings of the coordinating council (the day-to-day decision-making group that works under the aegis of the governance council) for the purpose of planning strategies and sharing successes, problems, and concerns. School site coordinators, university faculty liaisons, the partnership coordinator, the assistant coordinator, the administrative assistant, other involved faculty, and members of the university administration attended regularly, further reinforcing the trusting, caring, and open relationship among constituents. Initially, some members of both the public school and the university community feared that the partnership would demand too much commitment of time and effort. However, school and university personnel have gradually demonstrated commitment, as evidenced by their increased willingness to participate in partnership committees, inservice opportunities, and student-centered activities.

Partnership schools' PIT Crews consist of various committees that address the unique needs of each school—for example, communication; teachers new to the profession or to the school; professional development; and student/parent/community involvement. These committees meet independently and report to the larger group during monthly PIT Crew meetings at the schools. The coordinator, the assistant coordinator, and/or the faculty liaison serve as advisers to the PIT Crew members and assist them in planning and implementing activities. The coordinator, the assistant coordinator, and the faculty liaisons also attend the PIT Crews' monthly meetings.

Outcomes

Goal 1: To revise the preparation of preservice teachers for middle and secondary schools through increased interaction among partnership schools and the university

N.C. State's preservice field experiences begin in the sophomore year. For example, at Apex High School in 1998–99, an N.C. State faculty member taught Introduction to Teaching Math and Science, and, at Cary High School, a school faculty member taught Introduction to Teaching Humanities and Social Sciences. (These are sophomore-level courses required of all teacher education candidates in the mathematics and science and humanities and social science programs.)

During the junior year, all preservice teachers take Tutoring Adolescents. In 1998–99 the partnership's assistant coordinator taught this course and placed about 45 of her 75 preservice students in partnership schools as tutors.

As seniors, two groups of student teachers benefited from program revisions that the partnership made possible. The first group was at Apex High School, where an N.C. State faculty member taught the physical science methods class on site, and her students continued at the school, making a seamless transition into their student teaching. The cooperating science teachers at Apex High School formed a cohort that served as a support team for the student teachers as they rotated among all the cooperating teachers. The student teachers had the opportunity to observe a variety of teaching styles as well as experience different science classes and a diverse population of students. Such a framework ultimately resulted in greater and better learning for the preservice teachers.

At Martin Middle School, the second group of student teachers, under the direction of university faculty members, taught with both mathematics and science teachers whenever possible. (To encourage integration of middle school mathematics and science curricula, the state now requires mathematics and science teachers at the middle school level to acquire dual licensure.)

Goal 2: To provide support for the induction of initially licensed teachers into the professional community

In support of initially licensed teachers, the partnership formed an alliance with N.C. State's Model Clinical Teaching Program. The director of that program represents it on the partnership's coordinating council. In keeping with theory and research on adult learning and developmental supervision, the partnership supported activities ranging from a Beginning Teacher Institute at Cary High School to on-site orientations and monthly seminars at the other schools, attended by cadres of teachers new to the profession or new to the school. At Apex High School, initially licensed teachers worked with student teachers and their cooperating teachers, and that resulted in growth for both the student teachers and the initially licensed teachers. To free mentors and initially licensed teachers for valuable conferencing time, the partnership's assistant coordinator substituted for them.

Goal 3: To design and implement a comprehensive program of opportunities for the professional development of educators

In his evaluation of the partnership, the external evaluator noted that the partnership needed to focus on a more comprehensive program of professional development that would benefit both university and school faculties. Most of the professional development efforts in 1998–99 were ad hoc and based on the needs of individual schools. Although not comprehensive in nature, each program had value to its constituents. The activities were designed to lead to greater achievement by public school students, improved experience for preservice teachers, and continued professional growth for initially licensed and veteran teachers. For example, there were half-day planning and goal-setting sessions at Smithfield-Selma High School and Bunn and Cedar Creek Middle Schools, a technology workshop for Cary High School at SAS Institute, and a Cooperating Teacher Institute cosponsored by the partnership, the Model Clinical Teaching Program, and Wake County Public Schools.

Partnership school and university faculty members also attended national conferences as both delegates and speakers. Two such conferences were the University of Louisville Professional Development Schools Conference and the Annual Holmes Partnership Conference. Further, in April 1999 the partnership hosted the state conference, "Partnerships for Excellence in Education" (a gathering of representatives from all 15 University-School Teacher Education Partnerships). This conference focused on three strands: practices, issues, and research. Again, faculty from both the university and the partnership schools attended the conference as delegates and presenters.

Goal 4: To implement effective communication strategies and collaboration opportunities within the partnership

The partnership fostered an atmosphere of open communication among the schools and the university. The monthly meetings of the governance council were well attended by both school and university personnel. That attested to a positive attitude and enthusiasm among partnership participants. Efforts to keep the lines of communication open ranged from the informal to the formal. Frequent phone calls, E-mails, and faxes facilitated day-to-day operations. The assistant coordinator was instrumental in fostering efficient communication.

The Model Clinical Teaching Program is dedicated to accelerating the growth of beginners as teachers, reducing the high rate at which beginners leave the profession, and broadening the base of competent, experienced teachers. Because University-School Teacher Education Partnerships also are committed to serving pre- and in-service teachers, joining forces to work toward common goals seemed a natural progression for the two initiatives. An ongoing vehicle for communication was *Connections*, the Model Clinical Teaching Program's newsletter that reported news not only of the N.C. State partnership but also of other partnerships—for example, that of North Carolina Central University. Members of the Model Clinical Teaching Network received copies of *Connections* at the biannual

meetings. All faculty members of the N.C. State partnership schools received copies as well.

Another vehicle for communication, the partnership's Web site (www2.ncsu.edu/ncsu/cep/partners), was functional in 1998–99. However, it did not serve the partnership as well as it might have.

Goal 5: To provide opportunities for school and university collaborators to conduct school-based research that informs decision making and classroom practice

In his evaluation the external evaluator noted "limited evidence of school-based collaborative research." The most significant research, entitled Science Teacher Education and Mentoring, or STEAM, was conducted at Apex High School under the direction of a university faculty member. In February 1998, eight Apex High teachers volunteered to be members of a project team along with a professional facilitator, a research consultant, an N.C. State science education faculty member, and two seniors in science education. The goals of the research project were to develop and implement an on-site methods class for the physical sciences, to identify and develop a cadre of teachers to mentor teaching interns, to provide instructional support for entry-year and other nontenured science teachers, and to develop a collaborative community for the continuing development of teachers across all levels of professional experience. A series of meetings ensued that focused on the purpose of an undergraduate-level science teacher education program; the role of inservice teachers in an undergraduate science teacher education program; the roles of cooperating teachers, teaching interns, and university supervisors in the development of prospective teachers; and finally, the uses of methods courses and the coordination required between university and school faculty to develop and implement classroom-based methods courses. The research consultant gathered data from the high school students, the university teaching interns, and the cooperating teachers using surveys, interviews, and live and videotaped observation of the classroom-based methods course. Results showed that the high school students and the cooperating teachers felt the greatest benefit. The teaching interns indicated that balancing the preparation for the actual science class and the demands of the methods course was difficult. This research resulted in two papers that were presented at state and national conferences: *Examining a Novice Teacher's Professional Development in the Context of a School-University Partnership* and *Our Class: Developing a School/University Partnership in a High School Classroom*. The findings were so positive that the partnership has continued to implement the methods course at Apex High.

Goal 6: To provide the resources essential for creating a culture of success based on high expectations

Among the goals of the partnership, this one is quite broad. However, the partners value a commitment to students, to one another, and to excellence that leads to growth, development, and scholarship in a learning atmosphere that respects diversity, demands integrity, and ensures equity. Consequently the

partnership has high expectations. Perhaps the most significant accomplishment in the second year was the ImPack Conference held at Cary High School. The goal of the conference was to make the partnership more visible and to encourage more dialogue among the students and the faculties of both the university and the school. After two school days of guest speakers drawn from the university faculty, the conference culminated on a teacher workday. About 1,200 high school students voluntarily returned to school that day to attend concurrent sessions of their choice. Most of the guest speakers and session speakers were professors from N.C. State colleges other than the College of Education and Psychology. This represented increased involvement of the arts and sciences. Students were drawn to an array of topics that ranged from dream interpretation to fiction writing to ecology and the environment. Such an exchange engendered a positive perception of school partnerships and of the teaching profession in general.

Although the partnership's state funding and its contributions from Franklin, Johnston, and Wake Counties are earmarked for many purposes, they make opportunities such as this possible.

Goal 7: To disseminate information concerning the successes of the partnership in order to foster a positive perception of the teaching profession

As mentioned earlier, the Model Clinical Teaching Program's newsletter, *Connections*, reported on the partnership's development and achievements. In addition, the *Raleigh News & Observer* and *Cary News* were generous in their coverage. The *Raleigh News & Observer* reported on the early partnership between N.C. State and Cary High School and featured the current partnership as a multisystem collaboration. *Cary News* covered the ImPack Conference at Cary High School (described earlier) and also gave the history of the relationship between N.C. State and Cary High School.

Presentations at state and national conferences by university and school faculty, already mentioned, have bolstered the image of partnerships and the teaching profession. They also have enabled partnership personnel to share experiences and ideas. Perhaps the most significant event that increased the credibility of partnerships was "Partnerships for Excellence in Education," the April 1999 conference, also mentioned earlier.

Approximately 250 educators from across the state, many of whom belonged to various North Carolina University-School Teacher Education Partnerships, attended the two-day conference. That number is indicative of the need among educators to share noteworthy accomplishments. Both school and university members of partnerships recognized the importance of continuing the dialogue and learning from one another's successes and failures. The public perception of public schools and teacher education programs improves when it becomes evident that schools, universities, and students all benefit from strong partnerships.

Lessons Learned

From their collective reflection and from the valuable feedback that the external evaluator provided, partnership personnel learned valuable lessons that will guide the partnership as it grows and strives to fulfill its mission and goals. For one, partnership personnel learned that more preservice activity needs to occur in Franklin and Johnston Counties. Lack of transportation for university students and the increased demands on university faculty's time hampered efforts in 1998-99 to place more preservice teachers in these two districts.

Another lesson, which can be easily resolved, is the need for more documentation of developing trends. This need not be the result of formal research but might come from informal observations.

As noted by the external evaluator, the partnership's goals are ambitious, given the available resources. The lesson learned here is that the partnership can function in a meaningful way with a modest budget but it needs more resources to implement more comprehensive plans.

Partnership personnel also learned that they must plan more comprehensive programs of professional development. Although each school has its unique needs, professional development encompasses growth that transcends the boundaries of individual school buildings. For example, staff development that centers on instructional technology, effective proposal writing, multiple teaching strategies, and diverse student populations would benefit all partnership schools.

Furthermore, the partnership must encourage formal, school-based research. Action-research projects driven by the needs of students and faculty in the partnership schools can provide valuable data. For example, in fall 1999 at Martin Middle School, a graduate student began studying students' conceptual understanding of multiplication of whole numbers.

Finally, the partnership acknowledged the need for a plan whereby university faculty's service to the schools would count toward promotion and tenure. A reconceptualization of the definition of service, from service to the university to service to the schools, needs to be considered. Whether the school service comes in the form of teaching a class for a quarter, substituting for a teacher or an administrator on medical leave, or coaching initially licensed teachers and their mentors, it goes largely unrecognized and unrewarded.

Future Directions

The end of the second year and the beginning of the third year have been exciting times for the partnership. It has seen the newly identified schools embrace the philosophy of university-school partnerships and imagine possibilities previously thought to be impossible.

Because of a modest carry-over budget, the partnership is making minigrants available to individual schools to fund projects in keeping with the partnership goals. In addition, several partnership schools have taken the initiative to find more funding and have requested inservice workshops on proposal writing.

Another direction that the partnership is taking is to encourage faculty in the new and veteran schools to continue to be active in state and national conferences. Plans are under way for school faculty members to attend the University of South Carolina National Professional Development Schools Conference in March 2000, as both delegates and presenters. Such conferences enable teachers to showcase the valuable partnership work for which they are largely responsible.

The partnership is making efforts to communicate and collaborate with other partnerships, especially that of North Carolina Central University. The Model Clinical Teaching Program is the logical liaison between N.C. State and North Carolina Central.

Another exciting development for the partnership is the opening of the Centennial Middle School in fall 2000. In all likelihood that school will become another key component of the partnership and will afford N.C. State students a unique venue for pre-service activities.

Finally, the partnership is aware that the issue of accountability touches all participants. A move toward assessing the impact of preservice teaching on student learning or achievement is imminent. The partnership has not begun to develop strategies for such assessment, but its collective consciousness has been raised. The ultimate goal is to serve the needs of the students of North Carolina Public Schools.

Profile of USTEP Based at North Carolina State University

SCHOOLS

Number of school districts involved in partnership	3
Number and types of schools involved in partnership:	
Middle	3
Secondary	6
Student enrollment in schools involved in partnership	8,013
Number of teachers in partnership schools involved in partnership activities	229
Number of nationally certified cooperating/clinical teachers in partnership schools	14

UNIVERSITIES

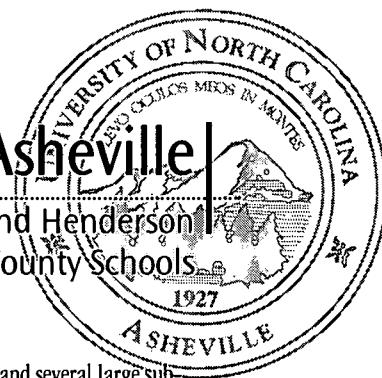
Number of education faculty (overall):	
Full-time	42
Part-time	40
Number of education faculty involved in partnership	8
Number of arts and science faculty involved in partnership	INP
Number and level of graduates who completed teacher education program in 1998-99:	
Elementary	4
Middle	28
Secondary	89
Other	71
% Minority	INP

INP = Information not provided

The University of North Carolina at Asheville

in partnership with Asheville City, Buncombe County, and Henderson

County Schools



Highlights of 1998–99

- A new program called Asheville-to-Asheville Mentoring expanded the experience of preservice teachers and helped high school students prepare for college.
- A Teacher Cadet Program was established in an inner-city high school to recruit a diversity of students into the teaching profession.
- A team of education and arts and science faculty and public school teachers in various subject areas took the content-area examinations of Praxis II (part of the Educational Testing Service test that replaced the National Teacher Examination) and analyzed the examinations to understand better what is required of prospective teachers.
- Retreats for review and revision of teacher preparation curricula began involving education, arts and science, and clinical (cooperating) teachers.
- More faculty and clinical teachers participated in team-teaching.
- Field experiences for preservice teachers were extended and diversified—for example, by introducing a yearlong internship.
- Initially licensed teachers received support through workshops, socials, and seminars; and university faculty and clinical teachers took on expanded roles in mentoring beginning teachers and teachers new to the district.
- The partnership collected data regarding attitudes toward and needs for professional development from teachers and administrators in all the partnership schools and from education faculty at the university.
- All cooperating teachers received training in clinical supervision and mentoring.
- Grants were awarded for action research by UNCA faculty and clinical teachers.

Overview

The University-School Teacher Education Partnership at Asheville is a collaborative effort among The University of North Carolina at Asheville (UNCA) and three surrounding school districts—Asheville City, Buncombe County, and Henderson County. Formalized in 1998, the partnership grew from the university's long-term commitment to serve regional schools and from the Model Clinical Teaching Program based at UNCA since 1988. The partnership has been endorsed by the chancellor, the vice-chancellor of academic affairs, UNCA faculty, preservice teachers, area superintendents, administrators, and teachers. Implementation is based on the active collaboration of a steer-

ing committee, an executive committee, and several large subcommittees representing all partner institutions and community leaders.

During 1997–98 the partnership held retreats to explore ideas, plan activities, and develop time lines. Members of the steering committee visited other such partnerships in North Carolina and Virginia. Subcommittees met and developed a two-year work plan for initial preparation, induction, and professional development. University students trained through the partnership as tutors worked with a diversity of at-risk students in area schools. Workshops for initially licensed teachers were planned, and three master teachers trained as clinical teachers through the partnership were selected by education faculty members to teach methods courses in UNCA's Department of Education in 1998–99.

Second-Year Goals

In keeping with the conviction of the UNCA Department of Education that every child in the public school has a right to teachers who are knowledgeable, skillful, and caring, the partnership's core areas of focus for the second year were as follows:

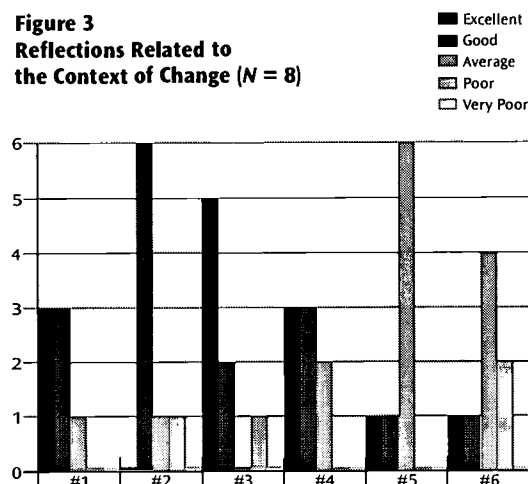
- Sharing responsibility among the partners for initial preparation, induction, and professional development of teachers
- Attracting and preparing a diversity of candidates for the teaching profession
- Improving the preparation of teachers to be effective with a diversity of students
- Expanding and strengthening induction and career development opportunities for teachers

The specific goals focused on the development of a formal partnership:

- To develop a shared commitment to improving the initial preparation of teachers and the quality of teaching in the schools
- To ensure the continuance of high-quality undergraduate preservice education by restructuring licensure programs and aligning them with state and national standards
- To attract, recruit, and retain a diversity of high-quality candidates for teacher education based on academic background and ability to work with children
- To develop a support network for initially licensed teachers that focuses on professional growth
- To establish a telecommunication system to support all initially licensed teachers in area schools
- To expand the partnership's knowledge base to include definitions of key terms, data on model staff development

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Figure 3
Reflections Related to
the Context of Change (N = 8)



- Question 1:** The program is a valuable experience.
Question 2: Please rate the overall program.
Question 3: Please rate the partnership teachers.
Question 4: Please rate the university supervisors.
Question 5: Please rate the partnership administration.
Question 6: Please rate the partnership school.

Several interns appeared to have some reservation about the partnership schools: Fifty percent rated them as average, and 25% rated them as poor. However, six of the eight respondents rated the overall program as good. (See Figure 3.)

The interns were asked what recommendation they would make to someone who asked about applying to this program. Four respondents gave the program the second-highest rating, and two the highest rating. One intern gave it an average rating, and one intern chose poor. (See Figure 4.)

The second phase of data collection involved a focus-group interview with eight elementary school PDS interns. During the interview the researcher asked the interns to share their perceptions of significant elements of the PDS experience. Several interns reported that they appreciated having the entire semester to complete the internship because it gave them additional time to observe the partnership teacher and become acquainted with students before having to assuming full teaching responsibilities. Others verbalized an appreciation for the support and the mentoring from university professors; for the opportunity to attend professional conferences; and for the nurturing, welcoming environment created by the partnership school administrators and teachers. According to the interviewer, this environment encouraged risk-taking and flexibility.

The interviewer asked interns if program goals and objectives were compatible with the university's mission. Respondents unanimously agreed that they were. Only one respondent thought

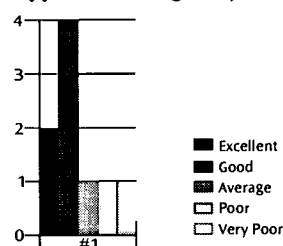
that there was no obvious difference between the traditional student-teaching program and the PDS program. As the focus-group interview continued, the interns were asked for programmatic recommendations. They appeared to be unanimous in their negative comments about taking methods classes concurrently with the internship experience. This practice, long associated with the traditional student-teaching program, was phased out with implementation of the yearlong internship.

Analysis of data from eight partnership teachers indicated that throughout the internship the PDS interns remained enthusiastic and their attitudes tended to be favorable. The partnership teachers suggested that the interns' understanding of instruction was a work in progress and there was evidence of growth almost daily. The partnership teachers rated interns highly in making the transition from student to practitioner.

From the roster of university methods faculty, three were randomly selected for a structured interview. Interestingly, the university professors' responses mirrored those of the interns and the partnership teachers. Interviews yielded many positive responses and feedback. All agreed that enthusiasm was evident throughout the experience and that interns appeared to have a greater depth of awareness of the tremendous amount of work involved in teaching. They also agreed that the PDS experience positively influenced interns' attitudes and that the interns' understandings of instruction grew as they gained experience. Consistent across all respondents was the notion that the PDS initiative prepares participants to become professionals through reality-based training.

As an additional evaluative measure initiated by FSU, each intern was videotaped while teaching. Interns watched and critiqued themselves and their peers.

Figure 4
Approval of Program (N = 8)



- Question 1:** What kind of recommendation would you make to someone who asks you about applying to this program?

Impediments

Maintaining PDSs and other partnership activities and planning for expansion are time- and labor-intensive. To continue the upward spiral, the partnership needs additional resources to engage support personnel. Also, funding for collection and management of data would help fuel the evaluative process.

Lessons Learned

Marketing innovative educational initiatives is never easy. However, the experiences have yielded many new and improved skills and abilities. Lessons key to this partnership are as follows:

- Planning is critical to program success, and involvement of all partners in the planning process serves to reinforce the collaborative efforts.
- Making resources available for professional development activities enhances the mission of the teacher preparation program.
- Garnering the support of university personnel early is imperative to program success.
- Identifying a coordinator for the partnership has helped organize program efforts and centralize responsibilities.

Next Steps and Future Aspirations

FSU is historically a teacher education institution. The belief that quality teachers positively shape lives is paramount in the School of Education and in the partnership. Partnership successes only increase the motivation to accomplish the following:

- Begin collaborative research between partners.
- Expand the number of PDSs: increase the number of elementary school PDSs from 5 to 10 and add 1 middle and 1 secondary school.
- Make available to middle-grade and secondary school preservice teachers additional partnership assignments in schools with themed curricula.
- Establish partnership schools in at least two additional school districts within the next academic year. The partnership is seeking an alliance with the Department of Defense Schools located in neighboring Fort Bragg and is preparing the foundation for additional sites in the Hoke County Schools.
- Increase teacher recruitment efforts beyond the secondary school level to include middle grades, with a special emphasis on minority enrollment.

Profile of USTEP Based at FSU

SCHOOLS

Number of school districts involved in partnership	10
Number and types of schools (overall) across participating districts:	
ELEMENTARY MIDDLE SECONDARY OTHER	
151 50 38 15	
Student enrollment (overall) across participating districts	145,811
Racial and ethnic makeup of student body across participating districts:	
WHITE BLACK HISPANIC OTHER	
46% 44% 4% 6%	
Number and types of schools involved in partnership:	
ELEMENTARY MIDDLE SECONDARY OTHER	
2 1 1 —	
Student enrollment in schools involved in partnership	2,519
Racial and ethnic makeup of student body in partnership schools:	
WHITE BLACK HISPANIC OTHER	
4% 88% 6% 4%	
Percentage of students on free or subsidized lunch program in partnership schools	81%
Number of teachers (overall) in partnership schools	235
Number of teachers in partnership schools involved in partnership activities	200
Number of cooperating/clinical teachers in partnership schools	75
Number of nationally certified teachers in partnership schools	1
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?	
MONEY TUITION PRIVILEGES HONORS	
COOP./CLIN. TEACHERS	Yes — — —
MENTORS	— — — —
CLIN. INSTRUCTORS	Yes — — —

UNIVERSITIES

Number of education faculty (overall):	
Full-time 45, Part-time 2	
Number of education faculty involved in partnership:	
Full-time 45, Part-time 2	
Number of arts and science faculty involved in partnership:	
Full-time 165, Part-time 20	
Number of students preparing to teach (prospective teachers):	
Undergraduate 513, Graduate 475	
Percentage of prospective teachers (total of undergraduate and graduate) by level:	
ELEMENTARY MIDDLE SECONDARY SPEC. ED. OTHER	
60% 25% 5% 10% —	
Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:	
1998–1999 1999–2000	
In Pre-Student-Teaching Clinical/Field Experiences	380 400
In Student Teaching	100 125
In Post-Student-Teaching Experiences	10 10
In Other Assignments	20 20
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	25%
Number and level of graduates over last three years who have completed teacher education program:	
ELEMENTARY MIDDLE SECONDARY OTHER* % MINORITY	
1998 30 8 2 14 32%	
1999 70 16 32 67 37%	
2000 32 12 10 37 31%	
Percentage of graduates employed in teaching:	
1998 96%, 1999 98%, 2000 98%	
Degrees offered that lead to certification:	
BS, MA, MAT, Other	
— = no answer	
*Figures are for graduate and special education.	

North Carolina Agricultural and Technical State University

in partnership with Alamance-Burlington and Guilford County Schools



In 1999-2000 the University-School Teacher Education Partnership among North Carolina Agricultural and Technical State University (NC A&T), Guilford County, and Alamance-Burlington Schools involved 19 schools, up from 16 the previous year. This represented more than 13,000 students and approximately 250 teachers. There is a strong working relationship between the university and the schools.

The partnership achieves implementation of its goals through actualization of six components initially agreed on by the partners: preservice field experiences, action research, faculty exchanges, faculty development, clinical faculty, and support services.

The partnership's governing body is the coordinating council, which consists of 77 representatives from the 19 partner schools, the 2 school systems, and the NC A&T School of Education. It is chaired by the partnership's professional development school (PDS) coordinator.

The partnership is the driving force in the teacher education program. It influences the university's general education program as assessment of students' abilities in teacher education courses and field placements loop back into the assessment of the general education program. For example, "clinical faculty" (master teachers employed as university supervisors) are assigned to partnership schools to observe and evaluate education students' knowledge, skills, and dispositions as they relate to becoming a catalyst for learning. If education students are working with small groups, clinical faculty listen and watch closely for knowledge of content, use of language, and ease of interaction with students. This procedure has provided one aspect of performance assessment.

Further, in foundation courses the professor of record visits schools to ensure that theory is being translated into practice, and he or she completes an evaluation sheet on the field experience. Data from these sheets are compiled and analyzed and used to improve the courses as well as the field experience. Each activity is a component of performance assessment.

The partnership also interfaces with a number of graduate-level education courses. For example, students in counseling, reading, and instructional technology are involved in practicums in the partnership schools.

One way in which equity in decision making among partners is ensured is by the presence of at least 85 percent of the 77 members of the coordinating council at its meetings. This representation also is evident on the council's committees, which make the decisions about directions, major emphases, and expenditures. There always is a sharing of information about ongoing and projected projects at these meetings, which are held at both university and school sites. Consequently there now is much less hesitance among partners to address issues, concerns, and ideas.

The council's procedures have been the major factor in bringing about changes in the attitudes of university professors and school personnel regarding teacher education. The council has provided opportunities for all stakeholders to work together on the resolution of problems. This type of interface on teaching and learning has given each partner a greater appreciation for what other partners are doing. Through these procedures the partnership has been able to demonstrate attitudinal changes and unified efforts to university trustees and school board members via presentations at their meetings.

The school system partners have been supportive by contributing in-kind resources to the partnership. For example, they pay the cost of substitutes for teachers to attend meetings or staff development activities and the cost of transportation for college student involvement in partnership activities. Discussions within the coordinating council on closing the minority achievement gap indicate that partnership and school system funds will be used to address that issue.

The partnership has submitted letters of endorsement for five grant proposals developed by teacher education faculty. The proposals address (1) minority involvement in science, engineering,

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and mathematics; (2) assistance to disadvantaged middle school students through GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a program to help them prepare for and pursue a college education; (3) biotechnology education and communications; (4) the minority achievement gap; and (5) adapted physical education. All activities will be in partnership schools, and the partnership has initiated a proposal to the potential grant recipients to secure a portion of funds from each grant to extend the activities of the partnership.

Knowledge of the partnership's efforts extends beyond the education community. During the year there were discussions with members of the Legislative Black Caucus on closing the minority achievement gap through involvement with the partnership. Legislators who met with partnership leaders included State Senators Howard Lee, Bill Martin, and Flossie McIntyre and State Representative Pete Oldham. Further, the partnership is collaborating with North Carolina Central University in addressing this issue.

A School of Education advisory board consisting of superintendents, business leaders, community college presidents, and School of Education alumni meets twice annually and is made aware of partnership efforts. These and other stakeholders have access to the partnership Web page at <http://prometheus.educ.ncat.edu/users/pds>. All partners can be contacted through the Web page.

Vignettes

Following are short descriptions of three selected activities and accomplishments of the partnership in 1999–2000.

Clinical Experiences:

Successes of the Yearlong Internship

Realizing that early and continuing field experiences are a powerful component of teacher education, the partnership's committee on preservice field experience examined the field experience sequence in fall 1997. The committee assessed the quality of the existing experiences in relation to the teacher education curriculum and the opportunities for preservice teachers to

observe and model effective teaching. As a result, the committee recommended to the council that it initiate a field experience that would keep students in the same school for three consecutive semesters. This field experience was to begin in the second semester of the junior year and extend through the second semester of the senior year. The sequence was termed "yearlong internship" (even though it would last for three semesters).

Recognizing that this was a needed course of action, the Teacher Education Council approved the program and its immediate full-scale implementation in spring 1998. The sequence consists of a first semester in which the student's time is devoted to foundation courses and field experiences, a second semester in which methods courses are connected to field experiences, and finally a semester of full-time student teaching. The student remains with the same teacher in the same school for the entire internship. By the time students reach the student-teaching semester, they are firmly entrenched in the culture of the school, and they understand the community and the student population. Thus they move into their final clinical experience with ease and great confidence.

At the conclusion of the 1999–2000 academic year, more than 90% of 44 student teachers had completed the yearlong internship. All student-teaching assignments were in the partnership's PDSs. Visitations were conducted by clinical faculty. This supervision creates an avenue for continued communication that bridges many gaps between professional education courses and fac-



Student interns with the NC A&T PDS program gain practical experience and hands-on training in preparation for a career in teaching.

ulty, and it strengthens many weak areas for preservice students. Clinical faculty and university professors jointly supervise the first two semesters of the internship. University professors supervise the student-teaching semester.

The yearlong internship has had a positive impact on the teacher education program. Also, it promises greater success for new teachers who are products of it because they have had an extended and deeper experience in a school. In 1999-2000, the longer the students spent in the clinical experience, the more confidence they gained and the more they became assimilated into the structure of the schools. Increased supervision has created a stronger tie between preservice students and clinical faculty, the school, and the teacher education program. The yearlong internship has made a more authentic assessment of performance possible and thus has developed stronger teachers.

Jacqueline Koonce is a 1999 NC A&T graduate in English education and a 2000 graduate of Teachers College, Columbia University. This year she is a teacher at Northeast High School (a partner school). She writes,

The yearlong internship, one of the programs of the Professional Development School at North Carolina A&T State University, greatly contributed to my success as a student teacher at Northeast Guilford High School (1999) and as a graduate student at Teachers College, Columbia University (1999-2000). To explain, spending a semester in the same classroom in which I would student-teach enabled me to develop a relationship with the students, cooperating teacher, and staff; discern the school climate; and structure teaching units that suited the students' learning styles and academic levels. The yearlong internship also enhanced my studies in graduate school by increasing my understanding of effective teaching methods and classroom management tools. Many of my colleagues who did not have teaching experience were at a loss in certain classes where methods were modeled and demonstrated because they could not envision the school climate. As a result, many of them asked for my insight in class discussions in order to help them in the classroom. Consequently the internship gave me the experience needed to help other interns entering the classroom. Now, as a novice teacher, I am greatly benefiting from many of the teaching techniques

I learned through the yearlong internship. The classroom management skills and unit planning skills I acquired are helping me to curb behavior problems and facilitate the learning of my students as they develop higher-order thinking and research skills.

In summary, the yearlong internship is a program more colleges and universities should consider implementing because it better prepares teachers to enter the classroom. Novice teachers need the experience of dealing with classroom management, unit planning, and meeting all the other various demands of teaching before entering their first year of teaching. Spending a year with the same students and cooperating teacher gives the intern a chance to develop classroom management methods by watching the cooperating teacher and practicing. Furthermore, the intern learns how to "juggle" the various demands placed upon the classroom teacher. This training provided by the Professional Development School at A&T is a worthwhile innovation that results in quality teachers, thereby reshaping the face of education.

Karen Harris, a 1999 graduate in English education and now a teacher in the nonpartnership Northeast Middle School, writes,

My experience with the North Carolina Agricultural and Technical State University Professional Development School was a positive one that has thoroughly prepared me for a career in teaching. I spent more time in a classroom receiving hands-on training than sitting in a college classroom looking at theory. Theory is a great thing, but nothing can replace experience. I had the opportunity to think about several ways to approach a problem and research it before having to solve the problem on my own in my classroom. I was able to devise a classroom management plan prior to moving into the classroom. When I accepted my teaching position, I was prepared for the challenges that lay ahead.

As teacher education moves toward performance assessment under the 2000 standards of the National Council for Accreditation of Teacher Education, longer field experiences give faculty more of an opportunity to assess students' total abilities in general education, foundation courses, and professional education courses. Also, the yearlong internship helps establish long-term relationships among school-

teachers, preservice students, and university faculty, many of which extend beyond graduation and generate a sense of support, respect, and interdependence. True mentor-novice relationships are spawned. One result is that, over the past two years, 11 student teachers have been hired in five partner schools directly following their completion of the yearlong internship in those schools.

Involvement of Arts and Science, Agricultural Education, Technology, and Business Education Faculty

Much has been written and said about the importance of actively involving arts and science faculty in teacher education programs. This partnership has 25 faculty from the College of Arts and Sciences and the Schools of Agricultural Education, Technology, and Business working with teacher education licensure programs. Each licensure area has appointed a noneducation faculty member to be a member of the partnership's coordinating council. Coordinators keep their faculties apprised of partnership activities and guide many interfaces with classroom teachers and schools.

These faculty members are active in all components of the partnership—to the same extent as the elementary, physical, and special education faculty members. They engage in policy making, curriculum assessment, and program review. An example is Gilbert Casterlow, a professor of mathematics, who works with the AVID (Advancement Via Individual Determination) program in the Guilford County Schools. Such faculty are an integral part of the teacher education program. They are involved with clinical faculty and preservice students in field experiences. Further, they teach segments of classes in their discipline in the schools; attend and present in local, state, and national faculty development activities; and work with support service activities. Shirley Bell, coordinator of English education in the College of Arts and Sciences, writes,

The collaboration with colleagues that I have experienced through the partnership stands out as an important milestone in my teaching career. I have found two critically invaluable factors operating throughout this experience: (1) the pooling and sharing of knowledge, resources, and techniques between university and public school personnel, which magically maximizes our capabilities; and (2) consequently, the

renewed respect between all involved, which has become a catalyst for heightened efforts. In other words, we work hard with those whom we respect!

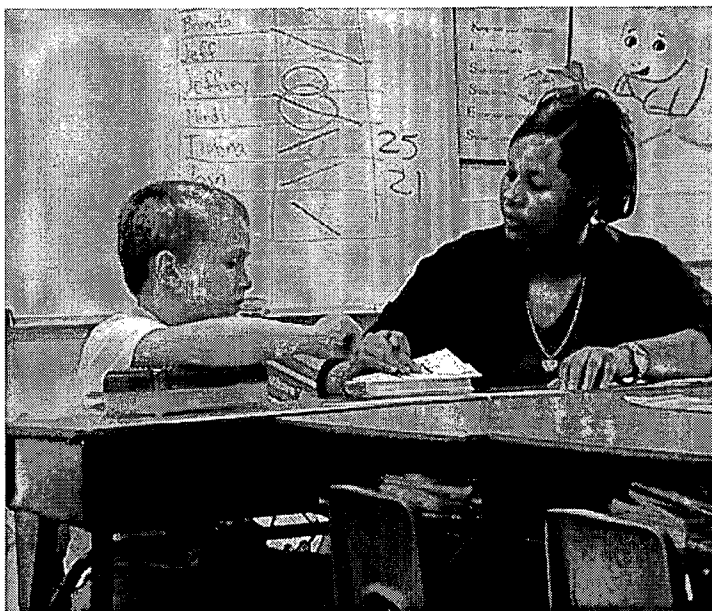
Clinical Faculty: Enhancing the Productivity of Teacher Education

One of the initial components agreed on by the partnership was the creation of clinical faculty positions as a linkage between university faculty, preservice students, and schoolteachers. In fall 1998 two Guilford County teachers were employed as clinical faculty to assist with the implementation of the field experience component. These teachers came to the partnership for two years, on leave. With a combined 40 years of teaching in the public schools, they brought expertise needed to improve the teacher education program: a knowledge of public school policies, changing curriculum, and available resources (both human and material). They are an essential part of collaboration and cooperation among the partners.

Clinical faculty supervise preservice students during the first two semesters of the yearlong internship, to ensure that these students are prepared for teaching gradually yet effectively. They are continuously involved in curriculum planning, and they serve as the main university connection with schools. They ensure a high degree of congruence between the curriculum of the teacher education program and that of the school program.

Clinical faculty take part in regularly scheduled meetings of the partners and hold both formal and informal conferences with the teachers assigned to work with preservice students. In some instances they consult with principals. They serve as liaisons and maintain a professional rapport between the university and elementary and secondary school partners. They also establish a relationship with preservice students that enables them to discuss, prepare, plan, and evaluate lessons and activities.

The partnership is committed to the notion that all its constituents should participate in professional development. Clinical faculty tap the resources of partner schools to enhance the teacher education curriculum, and vice versa. For example, they bring schoolteachers into university classrooms and take university professors into school classrooms. Teachers come to methods and content courses on request to present information on current school practices, such as



Administrators reported that preservice teachers were better prepared for a career in teaching after taking part in the yearlong internship program.

a newly adopted literacy program or administration and evaluation of students' running records. Clinical faculty also have been instrumental in bringing the support services and the resources of the university to partners. Such activities have included seminars to introduce Teacher Cadets and ProTeam students (high schoolers) to teaching as a possible career; workshops to prepare students for the Scholastic Aptitude Test (a college entrance exam); and testing for High Schools That Work (a work-study program). In 1999–2000, clinical faculty facilitated bringing more than 600 middle and high school students to the campus during the year for these functions. In addition, clinical faculty have assisted teachers in partner schools by conducting faculty development workshops at school and university sites.

- Clinical faculty have been hailed by all stakeholders as pivotal in bringing together actions and activities, theory and practice, school and university classrooms. School partners write,
- "Gwen [one of the clinical faculty members] was very accessible; she served her duty as a liaison between the university, the student, and myself."
 - "Angelia [the other clinical faculty member] was positive and supportive."
 - "Gwen was an excellent clinical faculty member to work with! She was helpful in my communication with my student and assisted him in his teaching methods and preparation."

Partnership Evaluation

In 1999–2000 the partnership was viewed as an asset to the schools and the students involved. This view was supported in comments of administrators and teachers in an end-of-year survey. Additionally, in end-of-semester exit seminars with yearlong interns and in focus-group discussions with principals and teachers, a majority of responses were positive.

Eighteen of 19 administrators responded to a survey, indicating that the partnership afforded numerous opportunities to teachers and their students, and they looked forward to its continuation. Regarding opportunities for teachers, 12 made presentations at state and national

conferences, and two faculty from partner schools wrote proposals and received grant funding from the partnership.

Administrators reported further that they saw preservice students becoming better adjusted to the role of teacher. One administrator said, "We look forward each year to working with your students. This year was great. Each year the candidates entering the teaching profession [from NC A&T] seem to be better adjusted to the role the teacher plays in our society."

Other comments were as follows:

- "By the time they reach student teaching, the candidates definitely know whether or not the teaching profession is what they are looking for."
- "Both sets of students [university and public school] had meaningful experiences."
- "PDS has become an integral part of the intern, student, faculty experience."
- "The PDS partnership is priceless—the profession is improved because of PDS."
- "Staff feel a 'kinship' to the A&T faculty."
- "The partnership has positively impacted our school and added to pupil instruction."

Partnership personnel conclude from such testimony that university-school collaboration is having a positive effect on the 19 schools and the 2 school systems involved.

In assessing the effectiveness of the yearlong internship, 17 of 31 classroom teachers who

worked with interns responded to a survey asking them to rate the interns' experience in 10 areas: level of performance, assumption of professional responsibility, attitude toward education, potential for success in student teaching, rapport with school students, initiative, interaction with the educational environment, attendance (including promptness), reliability, and appearance. Eighty percent or more of the teachers rated each area "good" or "excellent."

In the same survey, clinical faculty were rated on their mentoring, their assistance to the field experiences of interns, and their assistance to the classroom teacher. Again, 80% or more of the classroom teachers rated clinical faculty good or excellent in each area. With a 51% return rate, this information was valuable for reviewing the program and its effectiveness.

Both administrators and teachers expressed some concern about student attendance. They also wanted to see more university faculty actively engaged in school classrooms. It was apparent that school personnel expected university personnel to hold up their end of the partnership by becoming more visible, involved, and engaged.

The coordinating council reviewed the survey results and outlined and implemented recommendations for improvement. Its actions resulted in all partnership schools choosing themes and foci for 2000–2001 and in all teacher education faculty agreeing to collaborate with the schools.

Impediments

The primary impediments to greater success are the differences in the cultures of the university and the school and the inadequacy of resources. Although all partners have the same agenda for higher student achievement, blending the cultures of the university and the school is still far from a reality. An example is the schools' emphasis on accountability versus the university's emphasis on preparation of preservice teachers. If teacher preparation is to improve, each culture must immerse itself more in the other's culture, develop a better understanding of the intricacies that shape the other organization, and determine how differences can be negotiated to the satisfaction of both parties. In that way the two cultures may become more seamless.

More resources are needed to provide the time and the people necessary to address the partnership's goals of engaging more university faculty in schools, bridging the two cultures, and involving more schoolteachers in teaching methods courses, thereby improving teacher education and the education of schoolchildren.

Lessons Learned

A major lesson learned is that the longer and the deeper interns are immersed in teaching, as in the yearlong internship, the more likely they are to become successful teachers. The longer period provides more opportunities for translating theory into practice and for the student teacher to become a second teacher in the classroom. The yearlong internship, including the clinical faculty component, is a keystone to a better teacher education program.

Another lesson is that giving all participants access to a regular forum for expressing concerns and initiating changes is positive for the partnership. The quarterly meetings of the coordinating council have been instrumental in providing an environment in which the cultures of the school and the university can mingle, and in providing procedures by which personnel from the two cultures can collaborate.

Still another lesson is that communication in a partnership takes time and effort and must be planned. An E-mail listserv (an electronic distribution list) and a quarterly supplement to the newsletter that reports on coordinating council meetings serve both to inform partnership members and to prepare them for council meetings.

A final lesson is that university students are very important to the partnership, particularly in engaging the interest of schoolteachers. Involving schoolteachers in partnership activities beyond working in the classroom with interns is a special challenge. Activities such as faculty development, proposal writing, and action research require time and commitment not easy to come by. When preservice students' enthusiasm, interest, and participation are high, schoolteachers seem to take on a deeper involvement.

Next Steps and Future Aspirations

An aspiration of the partnership is to involve all the full-time teacher education faculty (currently 67) and all the teachers in the 19 partner schools in the partnership. When this becomes a reality, it will be possible to begin involving freshman education majors in the partnership network. Such involvement could put the partnership in closer touch with the university's general education program and its arts and science faculty. Student involvement in teacher education would then be a four-year endeavor.

Another aspiration is to change how the university prepares teachers, from treating them as individual entities to grouping them in cohorts. This change will involve extensive staff development for all faculty partners.

With increased resources, the partnership could increase the number of clinical faculty. With additional clinical faculty, the partnership could take on more of an instructional role in both the university and the schools.

The partnership is moving toward an arrangement in which classroom teachers and university professors will co-teach methods and content courses at school sites. The hope is to develop this collaboration to a level at which the school site is looked on as a natural extension of the university and schoolteachers are considered bona fide members of the university faculty. Resources for faculty development and compensation are needed to realize this aspiration.

The partnership has determined that it has the necessary expertise to close the minority achievement gap. An aspiration is to document ways to increase the achievement of all children and thus to decrease the gap in achievement between minority and majority students. An ad hoc group of 23 members of the coordinating council has begun identifying strategies to accomplish this goal.

The partnership will continue to seek outside funding to supplement its budget.

Profile of USTEP Based at NC A&T

SCHOOLS

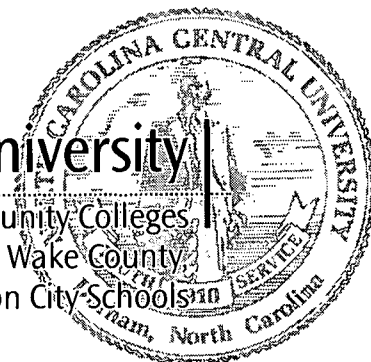
Number of school districts involved in partnership	2
Number and types of schools (overall) across participating districts:	
ELEMENTARY MIDDLE SECONDARY OTHER	
78 30 20 3	
Student enrollment (overall) across participating districts	83,261
Racial and ethnic makeup of student body across participating districts:	
WHITE BLACK HISPANIC OTHER	
53.0% 36.0% 4.5% 6.5%	
Number and types of schools involved in partnership:	
ELEMENTARY MIDDLE SECONDARY OTHER	
10 5 4 0	
Student enrollment in schools involved in partnership	13,377
Racial and ethnic makeup of student body in partnership schools:	
WHITE BLACK HISPANIC OTHER	
41.6% 50.0% 4.2% 4.2%	
Percentage of students on free or subsidized lunch program in partnership schools	46.7%
Number of teachers (overall) in partnership schools	896
Number of teachers in partnership schools involved in partnership activities	241
Number of cooperating/clinical teachers in partnership schools	95
Number of nationally certified teachers in partnership schools	7
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?	
MONEY TUITION PRIVILEGES HONORS	
COOP./CLIN. TEACHERS	Yes No Yes Yes
MENTORS	No No Yes Yes
CLIN. INSTRUCTORS	Yes No Yes Yes

UNIVERSITIES

Number of education faculty (overall):	
Full-time 67, Part-time 2	
Number of education faculty involved in partnership:	
Full-time 45, Part-time —	
Number of arts and science faculty involved in partnership:	
Full-time 25, Part-time —	
Number of students preparing to teach (prospective teachers):	
Undergraduate 449, Graduate 221	
Percentage of prospective teachers (total of undergraduate and graduate) by level:	
ELEMENTARY MIDDLE SECONDARY SPEC. ED. OTHER	
— 0% — — —	
Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:	
1998–1999 1999–2000	
In Pre-Student-Teaching Clinical/Field Experiences	146 275
In Student Teaching	82 44
In Post-Student-Teaching Experiences	0 0
In Other Assignments	0 0
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	50
Number and level of graduates over last three years who have completed teacher education program:	
ELEMENTARY MIDDLE SECONDARY OTHER % MINORITY	
1998 41 — 43 — 95%	
1999 19 — 25 — 95%	
2000 15 — 4 — —	
Percentage of graduates employed in teaching:	
1998 90%+, 1999 90%+, 2000 90%+	
Degrees offered that lead to certification:	
BS, MS	
— = no answer	

North Carolina Central University

in partnership with Durham and Piedmont Technical Community Colleges
and Durham Public, Franklin County, Person County, Wake County,
Warren County, and Weldon City Schools



The Central Carolina University-School Teacher Education Partnership was established in June 1997 with six partners: North Carolina Central University (NCCU) and Durham Public, Franklin County, Person County, Warren County, and Wake County Schools. Since that time the partnership has expanded to include Weldon City Schools and Durham and Piedmont technical community colleges. However, the goals of the partnership have remained unchanged: to improve teaching and learning for an increasingly diverse student population; to provide and support a continuum of professional development for university, preservice, and inservice educators; and to engage the community as active participants in education.

In its third year, the current reporting period, the partnership focused on scaling up its work and relationships with collaborating schools and school districts, and on integrating the work of the partnership more fully into the NCCU teacher education program. Today that integration is reflected in virtually every aspect of the undergraduate teacher education program: early and yearlong clinical experiences, a newly drafted model for candidate assessment, university teaching and supervision of interns, faculty research, efforts to secure outside funding, and the nature of faculty involvement in schools. The partnership's integration into the teacher education program is further evidenced by the participation of the partnership policy board in decisions that directly affect program operations and priorities. The shared decision making within the partnership is clearly reflected in the two U.S. Department of Education Title II grants that the NCCU School of Education received last year. Totalling some \$4 million, the grants were carefully crafted in response to the expressed needs of the partnering school districts and community colleges and have become the plan of action for the teacher education program for the next four to five years.

The vignettes that follow demonstrate the extent to which the partnership has evolved to the benefit of both the university and its school partners.

Vignettes

Shared Resources, Decision-Making Authority, and Responsibilities

Perhaps the best indicator of a true professional development relationship is the willingness of the partners to share resources, decision-making authority, and responsibility for the outcomes of their joint efforts. The collaboration between NCCU's Visual Impairment Training Program (NCCU-VITP) and the Governor Morehead School (GMS, a school for youngsters with visual impairments) excels in this regard, so much so that the lines between the partners often are blurred beyond recognition.

In the first year of the collaboration, GMS identified a difficulty in recruiting teachers for its residential campus. Even when new hires were recruited, they often were unwilling to devote late evening hours to obtaining the additional university course work required for licensure. In response to this difficulty and to assist GMS in its recruiting effort, the NCCU-VITP now offers courses on the GMS campus from 1:00 P.M. to 4:00 P.M. each Friday. In turn, GMS administrators grant release time for teachers to attend.

Early on, partnership planners recognized that GMS residential students and staff would need consistent and continuing access to university faculty and that preservice teachers would need similar exposure to students with visual impairments. To address that need, NCCU-VITP faculty members spend the vast majority of their time on the GMS campus. In addition to their work as university faculty members, they consult with GMS staff and, in some instances, deliver direct services to GMS students. GMS has provided an entire building wing (five offices, three university classrooms, a university-student lounge, and a university resource library) for NCCU-VITP faculty, staff, and students. One of the dedicated classrooms is a \$145,000 teleclassroom facility, jointly financed and constructed by NCCU and GMS and used to provide preservice and inservice teacher training in mobility and low-vision services statewide.

The VITP faculty is currently seeking funding to establish a vision clinic on the GMS campus. The

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clinic will provide comprehensive low-vision assessments to GMS students by qualified faculty. Also, it will provide preservice teachers with the clinical observation opportunities and the practical skills necessary to deliver quality low-vision services, and GMS staff with advanced professional development opportunities.

The nearly full-time presence of three university faculty on the GMS campus has facilitated joint decision making and resource sharing in ways ranging from small to great. On the "small" end of the range, for example, the GMS Outreach Program, which shares the building housing the VITP, recently lost access to its fax machine and had no funds for a replacement. Using discretionary funds from its foundation account, the VITP immediately replaced the machine. The two programs now share the new machine.

On the "great" end of the range, a VITP faculty member was suddenly diagnosed and hospitalized with a life-threatening illness. On hearing of this, a GMS master teacher asked if she could assist during the faculty member's extended illness. The GMS administration provided her with the release time necessary to take over the faculty member's teaching load for the remainder of the semester. This gesture enabled preservice teachers to continue with their scheduled academic program without interruption.

The GMS recently established a short-term placement program to provide a two-week session of vision-specific skills assessments and training to blind and visually impaired students around the state. The school did not have sufficient outreach staff to take on this responsibility independently. To assist, the NCCU-VITP incorporated the short-term placement session into the course work of the VITP training program. This collaboration allowed university faculty members and preservice students to participate in a meaningful clinical experience while providing a service to the partnership school and its clients. Also, it resulted in a plan for an additional short-term training session during the first two weeks of December 2000.

Other examples of joint decision making and shared resources abound. VITP faculty members routinely provide direct services to GMS students when GMS staff capacity is limited or expertise is unavailable. They provide specialized training for house parents, have direct input into personnel and other administrative decisions, and are active



These Ron Edmonds Scholars received an average score of 963 on the Scholastic Aptitude Test and an average high school grade-point average of 3.2.

members of the GMS Parent-Teacher Association. Similarly, GMS personnel have readily consulted with VITP faculty and students and assisted them in meeting VITP's educational goals.

Yearlong Internships and Interns' Impact on Student Learning

One of the important but incomplete tasks of NCCU's teacher education program is to determine how to assess the impact of preservice interns' teaching on the academic achievement of K-12 students. Although this always has been an important issue, it has become more so under the 2000 standards for assessment of candidate performance, recently approved by the National Council for Accreditation of Teacher Education (NCATE). An action-research minigrant project, first funded by the partnership in 1998-99 and continued through 1999-2000, has provided some answers.

Teachers and administrators at the NCCU/Pearson Elementary PDS, a year-round school with nine-week sessions broken by three-week intersessions, were concerned about the performance of some students on the North Carolina end-of-grade tests. They requested \$3,000 for a small research project to determine if direct instruction in a Saturday Academy and during intersessions would result in increased learning for those students. PDS interns, who complete their senior yearlong experience at Pearsons Elementary, staffed the Saturday Academy and intersessions and provided individual tutoring and small-group instruction for identified students who were invited and then volunteered to participate. Pearsons' assistant principal organized a staff development activity and a work-group meeting for interns before the intersessions.

Interns worked with small groups of students and as tutors in mathematics and reading from 8:30 A.M. to 12:30 P.M. during both the Saturday Academy and the intersessions.

During the first year of the project, of 38 Level 1 and Level 2 students who participated in the academy, 92% posted gains in mathematics and 87% in reading. During the 1999–2000 reporting period, of 32 students participating, 92% posted gains in mathematics and 92% in reading. Reading scores increased by an average of 8.3 points and mathematics scores by an average of 9.4 points during the second year.

Some of the success of the Saturday Academy and intersessions can be attributed simply to more time on task. However, the school principal readily admits that the additional time on task would not have been as focused without the presence of NCCU interns. Teachers provided information on the academic needs of the students, but interns delivered the instruction. The budgetary savings to the school (in transportation costs, teacher salaries, and instructional materials) are yet to be determined.

New Leadership Roles for Teachers

Early on, the partnership recognized the need for teachers to assume new leadership roles in the induction and support of novice teachers and the supervision of interns. To facilitate that change, two faculty members and two classroom teachers completed a one-semester graduate course and a one-semester practicum in clinical supervision at North Carolina State University. Their goal was to replicate that supervision model in the partnership.

The partnership also recognized that some cooperating teachers found it difficult to participate in the challenging two-semester graduate course and often opted for less rigorous mentor training. As an interim measure, the partnership implemented an abbreviated, four-day training session for cooperating teachers. Still thinking long-term, though, the School of Education has incorporated the two-semester course and practicum in clinical supervision as required course work in its new master's degree programs in elementary and middle-grades education, in a Teachers as Leaders track. Also, the Special Education Program has incorporated the first three hours of that training into its new master's degree program. Teachers in the PDSs who commit to continue working as clinical supervisors and seminar leaders for interns during their full-time student teaching receive total tuition support for the six-hour course.

Recruitment of Minorities to Teaching

One of the major challenges facing partnership school districts has been recruitment and retention of qualified teachers. As a high school principal in a historically low-performing and resource-challenged district put it, "We have to wait until every other district in the state has hired its teachers before we can hire ours." Such districts find it extremely difficult to attract teachers, in part because of their inability to offer competitive salary supplements, in part because of a lack of certain amenities that other communities can offer professionals.

To respond to this issue and others, the partnership planned and submitted a Title II grant proposal to the U.S. Department of Education last year. Funded in excess of \$3 million, the grant provides for up to 20 full-time teacher education scholarships per year for North Carolina high school students, and 20 for community college transfers. In exchange for the scholarship award, candidates agree to teach in high-need schools, preferably within the partnership districts.

The first class of scholarship recipients, named by NCCU as Ron Edmonds Scholars, numbered 25 minority students, including 23 African-Americans, 1 Vietnamese, and 1 Caucasian (a male). These students posted an average Scholastic Aptitude Test score of 963 and an average high school grade-point average of 3.2. All committed themselves to teaching in high-need schools.

Action Research and Teacher Effectiveness

One of the great challenges to university-school partnerships has been the university's reward structure for tenure and promotion. Faculty members who devote considerable time to the public schools often find themselves short on traditional university requirements for promotion and tenure. At the same time, school personnel often find university research agendas to be self-serving and unresponsive to the needs of the school or the classroom teacher. Two action projects now under way in the partnership—the Middle School Achievement Project and the Teacher Effectiveness and Student Assessment Project—demonstrate the value of action research for both the university faculty member and the classroom teacher.

The Middle School Achievement Project grew out of the work of a former NCCU student who, as a classroom teacher, experienced tremendous success in closing the test-score gaps between African-American and non-African-American students and special needs and non-special-needs students. The project was designed to identify the

key characteristics and practices contributing to North Carolina middle schools' achievement of exemplary-growth status as evidenced by gains on state-identified success indicators. Now in its third year, the project has been supported with funding from the partnership and the Z. Smith Reynolds Foundation. The project team (an NCCU faculty member and three former NCCU students who are classroom teachers) has trained more than 540 middle school teachers in nine rural schools in four school districts on the characteristics of exemplary middle schools. The training focused on curriculum, climate, structure, motivational strategies, incentives, and test-preparation practices. Since the training, three of the targeted schools have received exemplary-growth status, and two have been designated schools of distinction. The team has written a monograph, *The Exemplary Middle School in North Carolina*, published recently by the North Carolina Middle Schools Association.

The Teacher Effectiveness and Student Assessment Project focuses on raising student performance on end-of-grade tests and increasing student achievement through teachers' assessment of their own work. A junior NCCU faculty member works directly with teachers in assessing the work they give their students against the higher-level thinking skills of Bloom's taxonomy of educational objectives. Teachers meet regularly to review their work samples, develop their own assessment tools and benchmark tests around the objectives of the North Carolina Standard Course of Study, and reflect on their work and the impact of their actions on student performance. The yearlong project is expected to result in substantive changes in teacher performance and in the depth and the breadth of the work they require of their students.

Partnership Evaluation

Partnership effectiveness is constantly assessed, particularly in the PDSs. The VITP/GMS collaboration was one of 20 test sites for NCATE's PDS standards. Last year, in preparation for an NCATE site visit, the GMS staff and the VITP faculty engaged in an intensive self-study and assessed their partnership in relation to the pilot standards. Many of the changes that have been made in the collaboration over the past year are in response to that self-study and to the ongoing conversation between the two staffs. (The site visit was cancelled because of scheduling conflicts.)

The two elementary school PDS liaisons meet regularly with university liaisons in informal, on-

going assessment of the partnership. In addition, each semester, interns complete a survey evaluating their clinical experience. On the fall 1999 survey, PDS interns consistently indicated that they had the opportunity to work with students with diverse learning needs, to interact with the broader school community, and to experience the full range of professional roles and responsibilities. They also consistently indicated that they thought that what they did in practice enhanced student learning and that their internship prepared them to meet the professional and state standards for a beginning teacher. Non-PDS interns exhibited slightly less confidence in their preparation and in their impact on student learning. The Spring 2000 survey had similar results.

Impediments

The major impediment continues to be lack of faculty and teacher time. Filling the Coach²Coach positions allocated to the partnership probably will help alleviate this problem.

In addition, the current teacher shortage makes it difficult for schools to release teachers to take on new leadership roles within the partnership. The Coach²Coach positions also will help alleviate this problem.

Lessons Learned

One of the major lessons learned over the past three years has been the importance of having university faculty members on site in partnership schools. This means redefining faculty positions to acknowledge, honor, and support the work that must be done to blend university and school cultures and to ensure maximum benefit for both partners from that merger.

Next Steps and Future Aspirations

Last year the School of Education began to frame a candidate-assessment plan and developed a model for elementary education. In the coming year, it will include its public school partners in continuing to develop, refine, and pilot specific parts of that model. By the end of the year, it expects to have a completed model for all program areas and to have the model approved by the partnership policy board.

A business plan for the proposed Center for the Elimination of Achievement Discrepancies has been developed, and an associate director has

been named. Over the next year, it is anticipated that the center will receive UNC General Administration approval and become operational.

With the expected increase in teacher education enrollment, the partnership plans to develop a third elementary PDS next year. Also, it anticipates that a second special education collaboration will evolve into a PDS.

Profile of USTEP Based at NCCU

SCHOOLS

Number of school districts involved in partnership 6

Number and types of schools (overall)

across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
122	41	30	5

Student enrollment (overall) across

participating districts 145,354

Racial and ethnic makeup of student body

across participating districts:

WHITE	BLACK	HISPANIC	OTHER
56.2%	35.5%	4.6%	3.7%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
10	3	5	2

Student enrollment in schools

involved in partnership 8,500 (est.)

Racial and ethnic makeup of student body

in partnership schools

Percentage of students on free or subsidized lunch

program in partnership schools 30.6%

Number of teachers (overall) in partnership schools

Number of teachers in partnership

schools involved in partnership activities 60

Number of cooperating/clinical

teachers in partnership schools 120

Number of nationally certified teachers

in partnership schools

Are cooperating/clinical teachers, mentors, or

clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	Yes	—	—
MENTORS	No	—	—	—
CLIN. INSTRUCTORS	Yes	Yes	—	—

UNIVERSITIES

Number of education faculty (overall):

Full-time 31, Part-time 7 (adjuncts)

Number of education faculty involved in partnership 15

Number of arts and science faculty involved in partnership:

Full-time 17, Part-time 1

Number of students preparing to teach (prospective teachers):

Undergraduate 278, Graduate 72

Percentage of prospective teachers (total of undergraduate

and graduate) by level:

ELEMENTARY	MIDDLE	SECONDARY	SPEC. ED.	OTHER
41.7%	7.2%	8.6%	42.4%	—

Number of prospective teachers (total of undergraduate and graduate)

working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	Unknown	278
In Student Teaching	—	78
In Post-Student-Teaching Experiences	—	—
In Other Assignments	—	—

Percentage of prospective teachers (total of undergraduate

and graduate) involved in partnership program

Number and level of graduates over last three years who have

completed teacher education program:

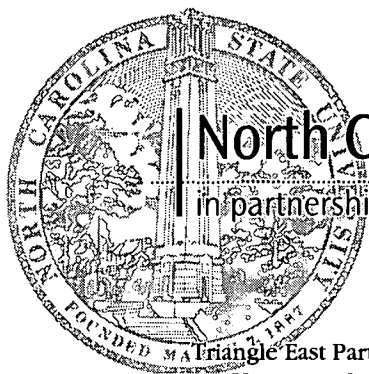
	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	—	—	—	—	—
1999	—	—	—	—	—
2000	70.2	80	75	—	—

Percentage of graduates employed in teaching

Degrees offered that lead to certification:

BA, BS, MA

— = no answer



North Carolina State University

in partnership with Franklin, Johnston, and Wake County Schools

Triangle East Partners in Education (TEPIE) is the University-School Teacher Education Partnership between North Carolina State University (N.C. State) and six public schools in Franklin, Johnston, and Wake counties. In general TEPIE has grown from a fledgling to a maturing partnership. Although the consensus is that the partnership concept is sound and that all partners benefit, some university and school personnel still hesitate to become involved because of a lack of resources and time.

With a small amount of carryover funds from 1998-99, the partnership was able to fund professional development opportunities, support beginning and new teachers, and purchase some sophisticated equipment (e.g., a digital camera, a mobile computer lab, and an electronic message board) during the third year. The carryover funds augmented the 1999-2000 budget, giving the partnership more resources for one year. Given additional resources in each year's budget to free both university and school personnel, TEPIE could mature into a cohesive and more effective collaboration that consistently focuses on all its goals.

The current thrust of TEPIE is to become more collaborative internally, to link already existing initiatives in the university and the schools under TEPIE, and to rely on and benefit from its own human resources. The partnership is rich in such resources—teachers who serve as clinical instructors, faculty members who are skilled at grant acquisition, and preservice teachers who share their technical skills with their cooperating teachers. N.C. State and its partner school systems have the potential to build a sturdy framework on the foundation that has been laid for the past three years.

The school sites include Cedar Creek and Bunn middle schools in Franklin County, Smithfield-Selma High School in Johnston County, and Cary High School in Wake County. They also include the science department of Apex High School and the science and mathematics department of Martin Middle School, both in Wake County.

There is strong evidence that the three school systems fully support the partnership. Each fall

the TEPIE coordinator and assistant coordinator, along with the College of Education and Psychology's associate dean of academic affairs, meet with the superintendents to introduce new university personnel, update the administrators regarding successes and concerns of the past year, and preview the goals of the current year. Consistently the superintendents express pleasure with the relationship that exists between the university and the schools and offer their support, both financially and professionally. Each school system contributes \$3,500 toward the assistant coordinator's salary. Each system also contributes financial support for professional development of personnel at each partnership site. The system contribution for each school site is \$4,300, for each department site \$1,600. The three school systems account for 15% of the total budget.

Some individual school projects also have benefited from outside funds secured through the efforts of two N.C. State faculty liaisons, Glenda Carter at Martin Middle School and John Park at Cedar Creek Middle School. However, TEPIE as an entity has not sought funding from the private sector.

The partnership influences N.C. State's overall teacher education program minimally. TEPIE centers on six schools. Each has an N.C. State faculty liaison. Three additional faculty members and an associate dean are active. The faculty liaisons involve the teachers at Apex High, Cary High, and Martin Middle in planning university curriculum. They use the school sites for preservice field experiences. Further, they invite selected teachers to teach sessions of methods classes in secondary school science, secondary school English, and middle-grades mathematics and science. The N.C. State faculty members who are involved are dedicated to the goals and the objectives of the partnership. Efforts have been made to increase both involvement and diversity, with some success. However, the percentage of university faculty members participating in the partnership remains relatively low.

Placements for sophomore, junior, and senior field experiences are common at the three Wake

County sites. However, because of distance, placements at the Franklin and Johnston county sites are infrequent at best. The Office of Teacher Education honors students' requests to complete their student-teaching field placements in Franklin and Johnston counties, in both partnership and nonpartnership schools. Currently, TEPIE and the Office of Teacher Education are working on incentives to attract preservice teachers to the more distant sites. Some departments use TEPIE funding to help cover travel expenses for student teachers.

An ongoing goal of TEPIE is to strengthen the partnership's commitment to more and better field experiences for preservice teachers and support for beginning and career teachers. The overall goal is effective teaching that will enhance the achievement of all students.

Vignettes: Celebrations of Success

The following accounts from the individual school site coordinators attest to the value of the partnership. With support, commitment, and collaboration, the school sites and the university have all benefited.

Surviving the First Years and Growing Professionally

Members of the partnership in the Apex High Science Department recognized that new and beginning teachers needed a source of reliable information to smooth their transition into teaching. At the September 1999 meeting of the Apex High Planning and Implementation Team (PIT), a *Survival Guide* was distributed to the science faculty and the administration. The 75-page booklet was written especially for first-year science teachers and new teachers at Apex High. Information in the booklet covered newcomers' frequently asked questions and basic science department and school information. As the department and the administration reviewed the booklet at the Welcome Back to School Tea, the following comments were heard:

- "This is great."
- "I wish I had had something like this when I started teaching."
- "Everything I would want to ask about is right here for me to read and know the answer."

To maintain an informed faculty and to encourage professional development, Rita Hagevik, N.C. State teacher educator, was the guest speaker at the March 2000 PIT meeting. She

shared information about mentor training and other opportunities for graduate study. She also explained the purpose of the Coach²Coach Teacher-in-Residence program, designed to support the continuum of professional development in teaching, from the preservice level through career status. Funded by a Title II grant from the U.S. Department of Education, it is administered by the State Department of Public Instruction and UNC-General Administration and housed at N.C. State University.

Because everyone stayed and asked questions about the programs, especially the mentor training and the graduate studies, this was the longest PIT meeting of the year. Apex High teachers were heard saying,

- "This is the most useful information I have received all year."
- "We should have more meetings like this."
- "I had no idea that these opportunities were available to me and are so close by at NCSU."

As a result of this meeting alone, 14 Apex High teachers applied for the fall mentor training class.

—Craig Norton, site coordinator,
Apex High School, Wake County Schools

Tutoring Students in Mathematics and English

During a typical school day, teachers are constantly faced with challenges, such as teaching 30-plus students in a class, adapting to the needs of students from numerous countries who speak different languages, preparing students for the state-mandated end-of-course tests, and trying to meet the Accountability-Based Curriculum goals. To assist teachers with these challenges, the Cary High/N.C. State tutorial program was initiated and supported by TEPIE funds. With the specific goal of increasing student achievement, N.C. State teacher education students served as tutors for Cary High students who were struggling in mathematics and English. As an incentive, the N.C. State students were paid \$10 per hour. Four tutors for 10 hours per week for 14 weeks were budgeted for this project. The students targeted to attend the tutoring sessions either were identified by their teachers or participated voluntarily. The tutoring, conducted during the lunch periods, provided Cary High students with individualized instruction. It assisted students who could not stay after school because of transportation problems or other commitments. The tutorials also served as a learning experience for the college students providing the tutoring.

The program, which was managed by a Cary High teacher and the N.C. State faculty member who teaches a tutorial course for education majors, began in February and continued until the end of the year. "I hope the program continues next year," one of the mathematics teachers said. She recounted that one of her students had transferred from out-of-state and was behind when he arrived. The extra, individualized instruction proved extremely valuable for him. A second mathematics teacher said, "Maya is in a class that moves too fast for her, and I know the extra help, one-on-one, did her a lot of good!" Another high school student told this teacher how much she enjoyed working with the N.C. State tutors.

Of the approximately 40 students who attended the sessions, all but 2 improved their grades for the marking period. What an opportunity this was to make learning fun and to increase student achievement! The funding and the support from TEPIE made a difference. There are plans to continue the program next year.

—JoAnn Duncan, site coordinator,
Cary High School, Wake County Schools

Involving Parents

Recognizing that parental support often results in improved student achievement and good school-family relations, Cedar Creek Middle School invited parents to a special event, Parent Involvement Night. It was originally scheduled for January 2000, but winter weather interfered, so it was postponed. On the new date, in February, the weather was fine, and the event went forward. As parents and students began arriving that evening, teachers and administrators greeted them in the lobby and signed them in. The Cedar Creek Middle School Parent-Teacher-Student Association (PTSA), the Booster Club, and the high school PTSA had booths set up to answer questions and solicit membership. To assist parents in helping their children be better students, several informative workshops were conducted: Test Taking and Study Skills, Building Self-Esteem, Active Parenting, Being a Successful ESL [English-as-a-Second Language] Student, Student Accountability Standards, and Writing Skills. The Student/Parent/Community Involvement Committee recruited experts on these subjects from the county schools. Each person who attended a session filled out a slip of paper for a drawing for a door prize.

Some students were present too. While their parents went to class, they were supervised and

played games in the gym. Hungry participants headed to the cafeteria for hotdogs, chips, drinks, and brownies. Students were rewarded for their parents' attendance; the next day they received free ice cream in the cafeteria.

The program was a success, with about 100 people in attendance. Plans are being made for another Parent Involvement Night early in 2001.

—Linda McGee, site coordinator, Cedar
Creek Middle School, Franklin County Schools

Orienting Teachers to Middle Schools

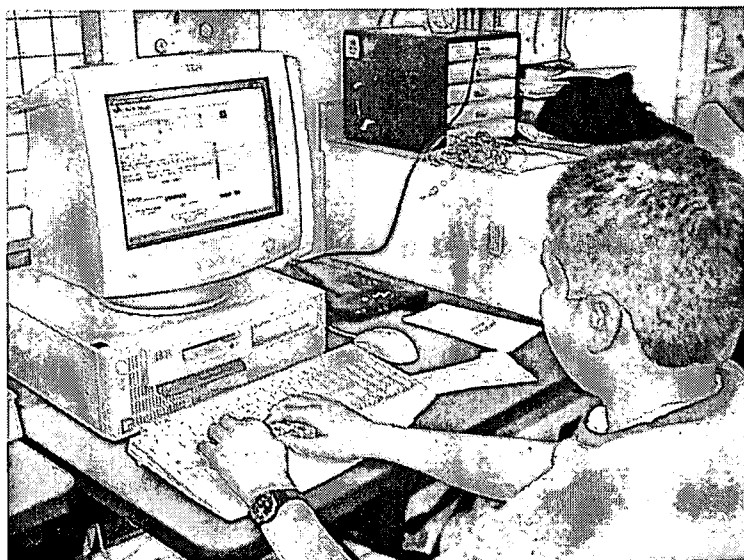
Bunn and Cedar Creek middle schools opened their doors in October 1998 and January 1999, respectively. Before then, Franklin County did not have middle schools. Teachers with little training in middle school procedures and philosophy found themselves teaching in a new environment. So TEPIE funded a daylong Middle School Professional Development Conference at Bunn Middle School to help teachers become more aware of the idea and the concepts that contribute to the education, social development, and emotional growth of young adolescents.

As participants arrived, they were greeted in the lobby. Signs were posted there and throughout the building to direct people, and there were folders and nametags for all teachers from both schools. First on the agenda was a breakfast in the cafeteria and social time. As teachers ate and mingled, the agenda for the day was reviewed. A team of middle school teachers with lots of experience, expertise, and ideas then conducted a general session. The remainder of the day was spent in breakout sessions on selected topics: adviser/advisee programs, proposal writing, inclusion, discipline, exemplary schools, writing, and improving end-of-grade scores. Each teacher had the opportunity to attend three sessions.

Lunch was the highlight of the day. It afforded teachers from both schools an opportunity to network and share ideas.

After lunch, all TEPIE committees from the two schools met to collaborate, brainstorm, and exchange ideas. Some committees said that the joint meeting was the best meeting they had had all year and that they would like to have more meetings like it in the future.

Overall, the conference was a valuable experience. The sessions were helpful and included some hands-on activities, handouts, and lectures. Next year, maybe Cedar Creek Middle



Graham Lovin, a seventh grader at Martin Middle, E-mails an astronaut.

School will return the favor and host what could become an annual event.

—Cathy Lassiter, site coordinator,
Bunn Middle School,
Franklin County Schools

Conducting Action Research and Methods Classes at a School Site

In the true sense of partnering, in 1999–2000 an N.C. State doctoral student conducted her dissertation research at Martin Middle. The school provided the student population for the graduate student's research on how children solve word problems. In return, the school faculty received valuable feedback as the implications of the research became apparent.

The research was conducted with the cooperation of one classroom teacher and her remedial mathematics class. At times there was collaboration between the graduate student and the classroom teacher regarding what the best approaches might be for certain aspects of the research. Students were interviewed and questioned about how they solve particular word problems. These interviews were videotaped. Then the graduate student spent time in the classroom using manipulatives to teach the concepts that she had questioned the students about in the interview. As a follow-up, she re-interviewed the students, asking them the same questions and comparing their answers to see if their understanding had improved. The second interview also was videotaped. The students were very excited about participating in research.

They felt very important after the videotaping. They enjoyed the approach used by the graduate student, and it was evident in later lessons that students had learned and applied the techniques because they referred to their prior learning from this experience when the topic was discussed in the regular classroom.

In another collaborative effort, N.C. State faculty conducted middle-grades mathematics and science methods classes at Martin Middle. Interns prepared and delivered lessons in the classroom using topics chosen by the co-

operating teachers. After a class was taught, the interns, the professors, and the cooperating teachers processed and reflected on the lessons. The interns felt that their teaching these lessons was very beneficial because they were working in a real education environment rather than in a class of their peers at the university.

After completing her student teaching, an intern from last year discussed with her cohort and their cooperating teachers the benefits of being at a partnership school. She enjoyed the supportive environment, the daily collaboration between cooperating teachers and interns, and the fact that interns were considered an integral part of the Science and Mathematics Department during their student-teaching semesters. This particular preservice teacher thought that there was more cohesiveness at the partnership school than in the nonpartnership school where some of her classmates did internships.

—Glenda Cox, site coordinator,
Science and Mathematics Department,
Martin Middle School, Wake County Schools

Learning about Paideia and Technology

Last year when Smithfield-Selma High School faculty were given the chance to apply for a grant from TEPIE, they submitted a proposal on Paideia training to provide their teachers with instruction and practice in this innovative teaching method (which involves a combination of lecturing, Socratic questioning, and coaching). About 50 of the faculty participated in the resulting sessions: two days in June 2000 during the

end-of-year workdays, and a third day early in fall 2000. The training, originally planned for English and history teachers, was attended by teachers from all areas, and all benefited from it. Teachers expressed hope that in the future there would be more opportunities like this to come together as a faculty in a learning environment. One teacher said that she thought everyone who took part in the sessions came out a better teacher for it.

In another professional development opportunity, many Smithfield-Selma High teachers attended the MentorNet workshop in summer 2000. MentorNet is a consortium of current and future educators whose mission is to challenge and support one another in the creation and the critical application of emerging technologies for 21st century classrooms. It is supported by a U.S. Department of Education grant. Some teachers participated to learn more about instructional technology, while others took the training hoping to assist either their students, student teachers, or first-year teachers with the various skills that they learned.

*—Kristie Strickland, site coordinator,
Smithfield-Selma High School,
Johnston County Schools*

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Partnership Evaluation

In end-of-year narrative reports, the site coordinators evaluated the effectiveness of the third year of the partnership. They were asked to address the seven goals of the partnership and to discuss the impact, the results, and the effectiveness of each goal in their schools' partnership initiatives for 1999–2000. In addition, they were asked to evaluate their schools with regard to three issues: the extent to which faculty were involved, the method by which information was disseminated among faculty, and the degree to which personnel participated in professional development opportunities.

Through the self-evaluation, TEPIE members realized the importance of placing more preservice teachers in field experiences at the Franklin and Johnston county sites. N.C. State's teacher

education program stands to benefit from expanding its collaborative efforts with educators in these two counties. Currently the Model Clinical Teaching Network and the Coach²Coach personnel are supporting a mentor-training class in Franklin County. The Model Clinical Teaching Network and TEPIE have been close allies in the support of mentoring and induction and will continue to focus on those efforts in schools in the partnership.

Additionally, N.C. State has a cohort of 12 teachers who are working on their master's degrees in science education in Johnston County. It also has two cohorts whose members are working toward master's degrees in school administration. The first group consists of 30 teachers and assistant principals who are in their third-year internships, some of whom are in Johnston County. The other group is made up of 33 teachers, some in Franklin County, who are in their second-year internships. Although TEPIE and the two master's programs do not currently intersect, it seems advisable to join forces by encouraging the MEd and MSA students to complete internships in partnership schools and to participate in appropriate activities, especially professional development, support of beginning teachers, and student achievement.

TEPIE's self-evaluation affirms that the collective efforts of its members, both the university and the schools, have produced positive results. Increased numbers of school faculty participate in national conferences, become trained as mentors, and increase their competence in instructional technology. In the Wake County sites, a high degree of collaboration has developed between school and university personnel in middle school science and mathematics and high school science and English. Beginning teachers have received extra support from mentors, through released time purchased by partnership resources. Further, student achievement has been positively affected by TEPIE-funded tutoring.

Impediments

The greatest barriers to the growth of TEPIE into a more collaborative partnership have been limited resources and time. School and university faculties are so overwhelmed with day-to-day duties and obligations that adding another responsibility has been difficult at best. TEPIE is fortunate to have a core of dedicated university and school faculty and administrators whose vision is broad enough to see the inherent benefits of the partnership. They make time for meetings and activities. However, under the current constraints of time and resources, achieving the mature partnership that was envisioned at the outset remains in question.

With more resources and released time, the distance between the N.C. State campus and three of the partner schools would no longer be an issue. University faculty would feel freer to travel, and more preservice teachers could be placed at the distant sites. The natural consequence of more distant placements would be increased collaboration between university teacher education personnel and clinical supervisors.

Making partnership a high-priority concept and further augmenting the partnership's financial support would likely increase the overall commitment of the university and the schools and encourage a more comprehensive, collective ownership of the partnership and its vision.

Next Steps and Future Aspirations

Reflecting on the lessons it has learned, TEPIE recognizes the need to undertake these next steps:

- Study whether projects are having a positive impact on teacher retention and student achievement
- Encourage greater cohesion among partnership schools and the university by reviewing the original goals and refocusing on common objectives while maintaining the individual identities and addressing the unique needs of each school site
- Establish a one- to two-year department-/school-wide focus for each site that addresses its unique needs
- Cultivate a stronger collaboration between school personnel and teacher education personnel by encouraging more involvement of the school faculties in planning and implementing teacher education programs
- Establish a more formal evaluation process to measure the effectiveness of partnership activities
- Increase the presence of university faculty and preservice teachers in the schools by expanding field experience placements in Franklin and Johnston counties
- Increase the visibility of the partnership by celebrating the successes in the individual schools
- Seek outside support, both for the financial benefit and for the opportunity to partner with corporate neighbors and other institutions that support education

Profile of USTEP Based at NCSU

SCHOOLS

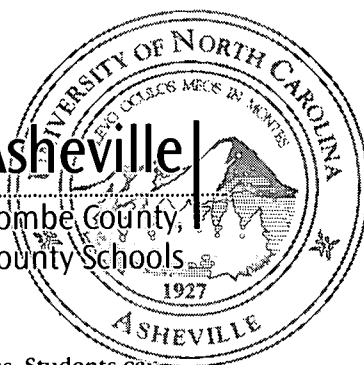
Number of school districts involved in partnership	3
Number and types of schools (overall) across participating districts:	
ELEMENTARY MIDDLE SECONDARY OTHER	
95 32 21 6	
Student enrollment (overall) across participating districts	122,498
Racial and ethnic makeup of student body across participating districts:	
WHITE BLACK HISPANIC OTHER	
64.9% 26.0% 4.4% 4.7%	
Number and types of schools involved in partnership:	
ELEMENTARY MIDDLE SECONDARY OTHER	
0 3 3 0	
Student enrollment in schools involved in partnership	7,528
Racial and ethnic makeup of student body in partnership schools:	
WHITE BLACK HISPANIC OTHER	
71.0% 21.0% 3.0% 5.0%	
Percentage of students on free or subsidized lunch program in partnership schools	18.3%
Number of teachers (overall) in partnership schools	554
Number of teachers in partnership schools involved in partnership activities	209
Number of cooperating/clinical teachers in partnership schools	33
Number of nationally certified teachers in partnership schools	18
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?	
MONEY TUITION PRIVILEGES HONORS	
COOP./CLIN. TEACHERS	Yes No Yes No
MENTORS	Yes No Yes No
CLIN. INSTRUCTORS	Yes No Yes No

UNIVERSITIES

Number of education faculty (overall):	
Full-time 43, Part-time 41	
Number of education faculty involved in partnership:	
Full-time 8, Part-time 0	
Number of arts and science faculty involved in partnership:	
Full-time 1, Part-time 0	
Number of students preparing to teach (prospective teachers):	
Undergraduate 504, Graduate 329*	
Percentage of prospective teachers (total of undergraduate and graduate) by level	—
Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:	
1998–1999 1999–2000	
In Pre-Student-Teaching Clinical/Field Experiences	62 74
In Student Teaching	— 33
In Post-Student-Teaching Experiences	0 0
In Other Assignments	0 0
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	NAV**
Number and level of graduates over last three years who have completed teacher education program:	
ELEMENTARY MIDDLE SECONDARY OTHER % MINORITY	
1998 6 35 129 46 **	
1999 0 28 49 87 **	
2000 0 36 64 67 **	
Percentage of graduates employed in teaching:	
1998 —, 1999 65%***, 2000 NAV****	
Degrees offered that lead to certification:	
BA, BS, MS, EdD, PhD, Other (MEd)	
— = no answer; NAV = not available	
*This figure includes counseling, instructional technology, etc.	
**Ethnicity is tracked in the IHE report, Table A, but in terms of enrolled students, not completers.	
***This figure was reported in the 98–99 IHE Report (undergraduates in North Carolina).	
****This figure will be reported in the 99–00 IHE Report.	

The University of North Carolina at Asheville

in partnership with Asheville City, Buncombe County,
and Henderson County Schools



Before the establishment of the University-School Teacher Education Partnership, the relationship of The University of North Carolina at Asheville (UNCA) with area schools was transactional in nature. Activities were designed and implemented as requested by the schools or as necessary for initial preparation of teachers by the university, with no real collaboration. Participants had little ongoing contact with one another, and not much continuing dialogue took place between university and public school personnel. Faculty may have been more or less involved individually with certain projects, but no overall plan existed for the intentional development and growth of work together.

Since the establishment of the partnership, faculty and administrators from the university and the schools have become similarly invested in the preparation and the continuing professional development of all teachers. This investment was ensured by involving university and school personnel in authoring the initial grant proposal during a three-day summer retreat, and by involving them in subsequent annual retreats.

Allowing the voices of all partners to be heard was paramount to establishing a truly collaborative approach to the partnership's mission: "Every child in the public school has a right to teachers who are knowledgeable, skillful, and caring." This mission guides the work of the partnership's three subcommittees, on initial preparation, induction, and professional development. Each subcommittee has university and school cochair, members from each partnership school district, and members from the arts and science faculty. The subcommittees report to a steering committee, which is advisory to the Education Department and its chair. This model facilitates direct conversation among, and input in department decisions by, partnership members. It has helped the relationship with area schools evolve into one that is more transformational than transactional.

Now, with a broader, more-informed support base, the university and the school districts can implement changes appropriate to better preparing education students to enter the classroom. Clinical faculty (selected master teachers) can team-teach or model up-to-date, hands-on, integrated teaching strategies in methods classes

or during workshops on campus. Students can try such strategies out in classrooms under the guidance of an experienced partnership teacher, during field placements for methods courses or in various tutoring and mentoring programs. Clinical faculty can then serve as cooperating teachers for the student-teaching semester. Administrators are more knowledgeable about UNCA's initial preparation program, are more aware of the work that UNCA students do with school faculty, and are able to usher UNCA students directly into teaching positions in partnership schools. Additionally, UNCA is more able to serve area schools by meeting professional development needs; sharing campus resources such as the library, computer labs, and other educational technology; and collaborating on research and conference presentations.

Overall, the partnership activities have combined to form a seamless K-16 connection designed to provide more effective services beneficial to the most important person involved, the public school learner. A sampling of the partnership's successes follows.

Vignettes: Voices from the Field

Hands-on Science for Children, A Leg Up for Education Students

"Mrs. Young, Mrs. Young, will Dr. Latz be here today? Will he? Is he coming? He is!? YA-A-A-AYYYY!" Or the opposite, "He isn't!? AW-W-W-WWW!"

So chorused a group of excited first-grade students each week as they anticipated the arrival of UNCA faculty member Mark Latz to bring them a hands-on science activity. Every Friday morning throughout the academic year, Latz worked with Shirley Young, a veteran African-American first-grade teacher, at Emma Elementary School in Buncombe County. He conducted hands-on lessons in growing young plants to maturity, creating caterpillars from paper egg cartons and pipe cleaners, creating clouds in a bell jar. He also read stories about nature or the environment to the assembled children.

These experiences provided Young's eager students with a guest science instructor whom they were excited about and looked forward to, and

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from whom they learned plenty. Also, the experiences provided Latz with field-based involvement in a diverse classroom, which he then shared with students in his science methods course on campus.

Both sets of experiences led to Latz's designing a team-teaching approach to the science methods course for the following semester. Unfortunately, Latz moved to Oregon. However, the newly hired adjunct for the course has consulted with Young, and the science methods course has been scheduled for the evening in fall 2000, allowing Young to team-teach it on campus. This will enable university students to interact with a veteran classroom teacher, and it continues the Education Department's practice of bringing clinical practitioners into the university classroom.

Stepping into Each Other's Roles

Bubble gum as a teaching tool? At West Buncombe Elementary School one day, fourth graders stuffed bubble gum into their mouths and earnestly began chewing. UNCA's Karen Cole and West Buncombe Elementary's Lorraine Griffith walked around the room monitoring the students' carefully recorded observations on their charts. The charts contained information about the various bubble gum brands' consistency of flavor, elasticity, and bubble-blowing capability.

This use of standard criteria for determining bubble gum quality also was a lesson in how teachers use criteria to determine the grades that students earn on writing tests. It was intended to demystify the grading process and make students more comfortable in preparation for the state's end-of-grade writing exams.

The unique project was the result of yearlong cooperation between the two veteran teachers, made possible by partnership funds for reassigned time and adjunct salary. Cole would leave the familiarity of her campus classroom and enter the unpredictable halls of the local elementary school building. Griffith would venture from her public school classroom into the reading methods course taught to undergraduate students at the university. Together, Cole and Griffith combined research with the actual practice of teaching reading and writing to children.

"Dr. Cole's not coming to class to tell about things she hasn't experienced," reported one college student. "She's finding out what really works well and what could really be done better."

Said Griffith, "Teachers are saying, 'I can't leave the old methods because I'm afraid my test

scores will go down.' Now I've got the benefit of a professor to back me."

As for the children? "She's kind of an everything teacher," remarked 10-year-old Kyle about Cole. "You never know what she's going to teach next."

The positive results of the project culminated in enthusiastically received presentations at state and regional conferences on reading, and in a presentation at the 1999 International Reading Association conference that garnered front-page mention in *Reading Today* (vol. 17, no. 6). The presentation, said *Reading Today*, "showed what the convention is really about. . . . [It was] based on the discoveries [the two professionals] made together, . . . [their] stepping into each other's roles, confronting their own insecurities, and gaining new confidence and skills as educators."

Education Students as Tutors and Mentors

UNCA tutoring and mentoring programs such as Partners-in-Learning (PIL), Asheville-to-Asheville (A2A), and continued work with local school and community programs such as Communities in Schools and Advancement Via Individual Determination (AVID) have resulted in benefits for many area youth. Initially limited to a couple of schools, the programs have expanded to cover a range of K-12 classes in both city and county settings. A middle school teacher reported,

My students looked forward to the [tutoring] time every week and were disappointed during vacation times. I do see an improvement in reading, and I'm sure that these [tutors] played a part in that progress. . . . Overall, this was a very positive experience for my students and me; we are very appreciative, and we enjoyed [the tutors'] pleasant personalities.

Approximately 45 UNCA students were recruited and trained for their duties from the Teaching Fellows, education methods courses, African-American student organizations, and psychology, mathematics, and Spanish classes. Each tutor had to apply. On acceptance he or she received 21 hours of training from various specialists, on understanding the young adolescent, tutoring youngsters in reading and writing, mentoring, planning lessons, tutoring youngsters in English as a second language, and preparing youngsters for end-of-grade testing.

Coordination of all these programs was made possible through establishment of the partnership-funded position of outreach coordinator. The coordinator worked with local schools, community agencies, UNCA faculty, and the newly established

campus-based Key Center for Service Learning. Tutors were matched with different schools based on appropriateness and need. For instance, many psychology students chose to work at Buncombe Community School West, an alternative middle school where numerous students have behavior problems. Many African-American tutors chose to work with minority students in the Asheville City Schools to provide positive role models for them. At Erwin Middle School, a UNCA graduate now teaching mathematics serves as a liaison to the campus, individually matching mathematics tutors with students. Foreign language majors often are placed in schools with students needing tutoring in English as a second language. UNCA pays tutors and mentors an hourly fee from its partnership and Matching Incentives Grant funds.

Reviews of students' and tutors' journals, viewing of videotapes of training sessions, and examination of written evaluations by tutors indicate benefits for both UNCA and public school students. For example, for the past two years, end-of-grade test scores for the target population have moved from Level II (in need of remediation) to Level III (passing) at a rate of 55% for Asheville Middle School students and 85% for North Buncombe Middle School students.

In 1999-2000, UNCA partnered with the AVID program at Asheville Middle School to support students who demonstrated college potential but lacked the financial or emotional support to remain in school. Fourteen UNCA tutors completed

AVID training and tutored in AVID classrooms for up to four 90-minute instructional periods a week. This program emphasizes note-taking skills, organizational skills, writing, and collaboration, and is intended to steer students into college preparatory courses. Several tutors continued working with their students last year, even after the students started Asheville High School, and the ninth grade at Asheville High has initiated its own AVID program.

PIL and AVID students are eligible for a Legislative Opportunity Grant, a scholarship paying tuition, fees, and text costs for students tracked from middle school through higher education. UNCA admissions and enrollment officers have met with families of eligible students and offered them funding through four years of college if they stay with the program and meet scholarship criteria.

Asheville-to-Asheville (A2A) continues to support high school juniors and seniors by matching them with UNCA junior and senior mentors. The intent of the program is to help students investigate colleges, create résumés, fill out college applications, and explore college life. This creates motivation for them to attend college and provides college mentors with a rewarding experience and a sense of satisfaction. Remarked one A2A mentor, "It was an honor to share my experiences working with area students in the PIL tutoring and A2A mentoring programs."

Besides benefiting from academic tutoring and activities, students participated in such outings as visits to UNCA for a campus tour and a basketball game, a Wiffle-ball game with the UNCA baseball team, a trip to the Asheville Art Museum, and a visit to the Black Cultural Center.

These tutoring and mentoring opportunities provided equally valuable experiences for the UNCA students involved. Several UNCA students were able to travel to conferences and make presentations concerning their involvement with the various programs. The conferences included a national certification meeting, a town meeting with Governor Jim Hunt, the annual North Carolina Teacher Education Forum, the annual University-School Teacher Education Partnership conference, and a conference on closing the achievement gap.

Good Eggs and Hams: Sharing Seuss

Last March as part of Read Across America Day, bolstered by a healthy (though timidly consumed) helping of green eggs and ham prepared in the Education Department kitchenette by Jeanne McGlenn, about 50 education faculty and students set out for Emma Elementary School to share their



Approximately 45 UNCA students took part in the Advancement Via Individual Determination (AVID) tutoring program.

favorite Dr. Seuss books with young readers. Accompanied by a stuffed Cat in the Hat, faculty and students were divided into small groups to enter classrooms and share stories with the kids. A highlight for the students to whom Mark Sidelnick read was a spirited rendition of *Yertle the Turtle*. The students collectively were able to "BURP!" loudly at a point in the story when this caused an impossibly high stack of turtles to collapse. Other popular stories were practically committed to memory by the elementary school students, and they recited along with such classics as *Green Eggs and Ham*, *Hop on Pop*, and *A Fox in a Box*. This was the second year that professors and students from UNCA read Dr. Seuss stories in area schools for this celebration. The department intends to return each year, though participants may reconsider commencing the morning with the literature-inspired menu.

Minigrants for Professional Development

As a science teacher at Asheville High School, Cindy Byron really rocks! At least, she really knows rocks. Funded by a partnership minigrant program for professional development, Cindy attended a two-day Mineral and Rock Identification Workshop at Western Carolina University in April 2000. During a field study in the workshop, Cindy spent time examining and taking slides of metamorphic rocks, igneous rocks, and nonconformities. She also gained experience identifying rocks and minerals through color, streak, hardness, and luster, and through the use of streak plates, glass plates, magnifying lenses, and content-specific software. Said Cindy, "It was totally worthwhile, and it provided material and lab activities directly applicable to my own classroom. The instructor even offered ideas on effective pedagogy by engaging students through inquiry-based learning and hands-on activities."

Altogether, 17 teachers were funded during 1999-2000 by the minigrant program, which was financed by partnership money. They attended such events as the North Carolina Middle School annual conference, a mathematics retreat, a conference on reading renaissance, a workshop on writing-test preparation, a conference on core knowledge, the conference of the International Reading Association, and a technology workshop. Funds applied toward registration costs and to some extent toward travel, to such places as Greensboro, Chapel Hill, Indianapolis, and even New Zealand! To be eligible for a minigrant, a teacher had to submit an application to the partnership's pro-

fessional development subcommittee. The applications included information on how much money the teacher was requesting, how much the teacher already had available, what impact the proposed event would have on the teacher's School Improvement Plan, how the event would benefit the teacher's students, and how the information gained would be shared with other teachers. Applications were received four times across the academic year, and awards were made on a rolling basis. The teachers reported back to the subcommittee through anecdotal surveys indicating the positive impact that their participation in the various events had on their own content knowledge and teaching methods.

Schools as Teaching Laboratories

A loud hum emanated from the tightly packed cafeteria at Erwin Middle School. UNCA students from Dee Eggers's environmental science class were sharing their research projects with middle school students from Nikki Costello's mathematics classes. Portable displays were set up around the cafeteria, bringing the middle school and university students together in excited discussions in front of brightly colored, creatively presented charts, photos, hands-on activities, and text. Students exchanged ideas about the processes that went into researching and creating the displays, including the mathematics and science content, the reading and writing process, and the hands-on production of the actual exhibit.

Costello, a UNCA graduate and a former Teaching Fellow, remains actively involved in the university's initial preparation program, providing opportunities like those just described for UNCA students to hone their craft. She and other teachers serve on the partnership's steering committee, its induction subcommittee, and the Teaching Fellows Advisory Committee. Regular participation by school personnel in partnership and department committees provides invaluable information and ideas for ongoing and new activities in the schools. School personnel also identify teachers as guest speakers, team teachers, and hosts for UNCA students and faculty in the field.

For example, as part of the field requirements for the reading methods course, UNCA students serve as tutors in a local middle school and a local high school. Students also tutor and "mini-teach" (teach short segments or small groups, under supervision) in many local elementary schools. Art education students assist with Super Saturday art courses for talented kids, help with Tanglewood Summer Stu-

dio in the visual arts courses, and are involved with school tours at the Asheville Art Museum.

All other methods courses have similar field components, preparing students for student teaching. For instance, observed by their university supervisor and supervised the regular classroom teacher, students in science methods courses prepare and teach several minilessons in elementary classrooms. This forms the first part of their professional internship, which continues into the following semester when they student-teach full-time in the same classroom. Also during the first semester, they collaborate on a research project with that classroom teacher as part of their educational research course. They follow through with their project by implementing their study during student teaching, producing an action research paper, and presenting their results to peers and faculty at the end of student teaching.

The Internet as a Tool to Teach Art

In 1999–2000, as part of a joint project between Claxton Elementary School for the Arts and Humanities, the UNCA Computing Center, the Computer Science Department, and the Education Department, more than 200 elementary school students created multimedia interpretations of the information highway. UNCA art education students assisted local art teacher James Cassara in teaching the actual art lesson. Part of the lesson involved surfing the Internet with the students, guiding them through a series of preestablished links to art galleries and museums around the world. This component was developed by the Education Department's technology consultant, Glenn Shepherd, and made possible through the loan of a laptop computer and projector to Cassara.

Once the children had created their multimedia works, the next step involved displaying them at an electronic gallery Web site. The art education students took digital photos of all the works, used the computer to convert them to the proper size and format, then turned the disks over to another student for inclusion on the Web site. Additionally, the art education students matted and framed 120 pieces of the students' art and installed them on three walls of the computer lab.

Finally, an opening reception was held for the 200 students and their families, the superintendent, the principal, the UNCA chancellor, and guests. Refreshments were served, and speeches were made as a projector displayed slides of the students at work on their projects. Surrounded by the actual

art works, computers in the lab were set at the electronic gallery site for students and others to browse. These creative works are available at <http://www.unca.edu/claxton/egallery/index.html>.

The success of this project resulted in Cassara's using the computer lab more often with his students to explore art-related sites on the Internet. Parents reported their children using time on the computer more responsibly, looking for sites on topics they were studying in art class rather than just playing games. The UNCA students learned several software applications on the computer for producing and editing works of art electronically, and for building Web pages. As student teachers, they will be required to gather, frame, and hang a children's art show in the Education Department lobby.

Impediments

Not surprisingly, the major setback to any involvement with partnership activities is time. Faculty already fully engaged in educational activities sometimes view partnership events as additional to their university duties. Because of the size of the Education Department, everyone on the faculty participates in the partnership. School personnel also are spread thin, and they must travel from a greater number of places to attend events. Therefore subcommittee meetings have been rotated among the UNCA campus and area schools.

The use of partnership funds for social events, refreshments for workshop participants, lunch during campus visits by school students, or other costs for food is disallowed. This prevents the partnership from establishing a welcoming environment in which university and school personnel can relax after a long school day, or providing even the simplest refreshments as a snack until members arrive home for dinner.

Establishing event dates that accommodate all potential participants is almost impossible. The three school districts' workdays do not always coincide. Also, because of the mountainous terrain in this area and the accompanying inclement weather and unpredictable driving conditions, scheduled events often must be postponed or cancelled. More coordination among personnel in each partnership school district would allow for broader collaboration on professional development, presentations, committee meetings, etc.

Finally, funding by student head-count or by size of department does not seem consistent with the

amount of work being done by the members of UNCA's Education Department. The funding formula should be restructured to take into account the liberal arts format of UNCA's curriculum. Most students don't identify a licensure track until they are first-semester juniors, and they are not formally admitted to that track until the subsequent semester. This circumstance resulted in only three semesters for education students being counted when initial funding was determined. Identification of students when they are first assigned an education faculty adviser would more accurately account for the number of students taking education courses and being served by the partnership's activities.

Additionally, funding for the partnership's outreach coordinator comes right off the top of the partnership budget. Eventually the salary for the coordinator will cost more than the budget she oversees.

Lessons Learned

One of the most important components for the success of the partnership continues to be effective communication. Communication must occur often, with consistently clear messages, in several formats. To facilitate open and timely communication of program events, ideas, and meetings, the partnership has used several channels. E-mail distribution groups (electronic directories for sending multiple E-mail messages simultaneously) were established for the steering committee, the individual subcommittees, and the individual partnership members. However, not every member has or uses E-mail. Therefore, follow-up phone calls also were made, as appropriate, by a work-study student. Additionally, bulk mailings were prepared to disseminate newsletters, brochures, and other information. Finally, a Web site was created for posting information about meetings, programs, and other items of interest. This may be viewed at <http://www.unca.edu/ustep>.

Effective and efficient use of available resources and personnel also provides challenges. The partnership has had to make the best use of time, funds, and people in a small education department, across three large school districts. Therefore the partnership found it helpful to hold a steering committee meeting halfway through the 1999-2000 academic year, at which time the committee revisited each subcommittee goal. Following the meeting, each subcommittee was directed to consider each goal for that year, identify what had been accomplished

toward reaching it, and indicate whether it was still feasible to attempt. This paring down of goals helped the partnership reprioritize programs and activities, redirect its remaining resources, and set a timetable for the rest of the year. The charge at that meeting was to "Keep it, cut it, or create it!"

The numerous activities involving UNCA students and faculty in area schools have tended to overlap and blur at times. Tracking all the programs, school personnel, and university people involved, and the associated budget items, has been a major task. Therefore it was essential to place the responsibility for coordination of all partnership activities in the hands of an executive committee consisting of the codirectors, the department chair, and the outreach coordinator. These four people were empowered by the steering committee to act on recommendations and requests from the subcommittees and to authorize all expenditures. They set agendas for steering committee meetings and set up the annual retreat. This group also made short presentations in monthly principals' meetings in the partnership school districts.

Next Steps and Future Aspirations

To facilitate communication, it would be valuable to have people identified as liaisons at each of the partnership schools. UNCA's maintaining of the partnership relationship with three school districts makes it accountable for the distribution of information to more than 65 schools and 500 individuals. Liaisons could serve as the gatekeepers to each building, and as the spokespeople for the partnership to each principal. Perhaps UNCA graduates would make appropriate liaisons.

As partnership school districts continue to hire new teachers, the partnership must maintain a centralized database of names, mailing addresses, phone numbers, and E-mail addresses. Regularly updating lists and the Web site is essential to reaching the target audience.

To spare the Education Department from being continually overwhelmed with partnership activities, more arts and science faculty must be drawn into planning and delivery of programs. Repeated invitations to other university faculty have not been successful. More personal contacts and further support and urging from the university administration are necessary for other faculty to recognize and value the work of the Education Department and the partnership.

Some next steps for the partnership are implied in the preceding paragraphs on needed improvements. They are repeated here, along with some future aspirations:

- Identify partnership liaisons in each building
- Strengthen relations with arts and science faculty
- Establish the Web site as a clearinghouse for the academic calendars of all three school districts and UNCA
- Better manage all the people and programs within the Education Department and the schools through the reclassification of the partnership administrative assistant as the outreach coordinator
- Streamline on-campus administration of several related committees that serve in an advisory capacity to the Education Department

Profile of USTEP Based at UNCA

SCHOOLS				
Number of school districts involved in partnership	3			
Number and types of schools (overall) across participating districts:				
	ELEMENTARY	MIDDLE	SECONDARY	OTHER
	42	14	12	—
Student enrollment (overall) across participating districts	40,021			
Racial and ethnic makeup of student body across participating districts:				
	WHITE	BLACK	HISPANIC	OTHER
	91.5%	6.5%	2.0%	—
Number and types of schools involved in partnership:				
	ELEMENTARY	MIDDLE	SECONDARY	OTHER
	42	14	12	—
Student enrollment in schools involved in partnership	40,021			
Racial and ethnic makeup of student body in partnership schools:*				
	WHITE	BLACK	HISPANIC	OTHER
	91.5%	6.5%	2.0%	—
Percentage of students on free or subsidized lunch program in partnership schools	4%–43%			
Number of teachers (overall) in partnership schools	2,174			
Number of teachers in partnership schools involved in partnership activities	490			
Number of cooperating/clinical teachers in partnership schools	100			
Number of nationally certified teachers in partnership schools	68**			

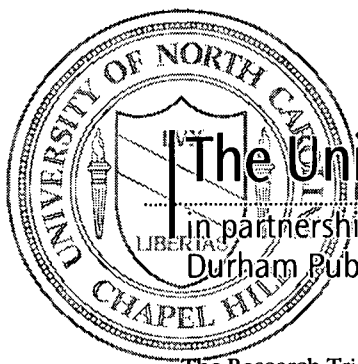
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	—	Yes	Yes
MENTORS	Yes	—	Yes	Yes
CLIN. INSTRUCTORS	Yes	—	Yes	Yes

UNIVERSITIES

Number of education faculty (overall):				
Full-time 10, Part-time 2				
Number of education faculty involved in partnership:				
Full-time 10, Part-time 2				
Number of arts and science faculty involved in partnership:				
Full-time 7, Part-time 0				
Number of students preparing to teach (prospective teachers):				
Undergraduate 159, Graduate 0				
Percentage of prospective teachers (total of undergraduate and graduate) by level:				
	ELEMENTARY	MIDDLE	SECONDARY	SPECIAL
	42%	15%	43%	—
Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:				
	1998–1999 1999–2000			

In Pre-Student-Teaching Clinical/Field Experiences	100%	100%
In Student Teaching	100%	100%
In Post-Student-Teaching Experiences	—	—
In Other Assignments	—	—
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	100%	
Number and level of graduates over last three years who have completed teacher education program		
	ELEMENTARY	MIDDLE SECONDARY OTHER % MINORITY
1998	19	2 27 — 2%
1999	21	4 28 — 2%
2000	21	14 20 5 2%
Percentage of graduates employed in teaching:		
1998 78%, 1999 78%, 2000 —		
Degrees offered that lead to certification:		
BA, BS		
— = no answer		
*For Asheville City Schools, racial and ethnic makeup is White 51%, Black 43%, Hispanic 3%, Other 3%.		
**This figure includes cooperating teachers and clinical faculty only.		



The University of North Carolina at Chapel Hill

In partnership with Chapel Hill–Carrboro City, Chatham County, Durham Public, and Orange County Schools

The Research Triangle Professional Development Schools Partnership (RTPDSP) serves as the University-School Teacher Education Partnership for The University of North Carolina at Chapel Hill (UNC-CH). The RTPDSP is a six-year contractual agreement that began in 1995 between UNC-CH and four school districts. It grew out of a collaborative called Teacher Education Through Partnership that was created in 1987 to develop a school-university program for the preparation of middle school teachers. Its members included UNC-CH and the Durham City, Durham County, Orange County, and Chapel Hill–Carrboro Schools. In 1993–94, merger talks between Teacher Education Through Partnership and the current partnership began and culminated in a formal agreement signed by the partners in 1995. This new collaboration took the name Research Triangle Professional Development Schools Partnership. The partners include UNC-CH and the Chapel Hill–Carrboro City, Chatham County, Durham Public, and Orange County Schools. Everything in the merged partnership is consistent with the principles of the University-School Teacher Education Partnership program.

This year (1999–2000) marked the fourth year (of a five-year cycle) of site and partnership-wide activities for the RTPDSP. The site activities involved operation of five professional development schools (PDSs) focusing on preservice and inservice professional development: two elementary schools, one middle school, one high school, and one multischool site. The partnership-wide initiatives consisted of New Teacher Support Groups, an AmericaReads program, and a High School Literacy Project.

At this time the partnership differentially influences various preparation programs in UNC-CH's School of Education. The greatest amount of programmatic involvement in terms of number of students and faculty occurs in the Middle Grades program, which has a strong presence at the middle school site (McDougle). Involvement in other instances is usually by individual faculty members or small groups of faculty members within training programs, rather than by the programs per se. Thus some faculty who represent the elementary education, secondary education,

school psychology, school counseling, school social work (in a separate school on campus), and educational leadership programs are active in the partnership, but their programs as a whole are much less involved.

At the five PDSs, the school and university participants act collegially. The university participants generally see themselves as contributing primarily to a service and teaching mission and only secondarily to a research agenda. Although each participating school district is asked to contribute a minimum of \$5,000 to support partnership activities, and most do contribute, the bulk of partnership funding comes from the university through the special funding set aside by the legislature to UNC General Administration. The partnership has made a few attempts to secure outside funding, which have resulted in grants from foundations (e.g., Z. Smith Reynolds) and businesses (e.g., Glaxo-Wellcome and Duke Energy).

Vignettes

The following vignettes provide examples of some of the research-based professional development initiatives that the partnership has undertaken.

Support Groups for First-Year Teachers

The first year of teaching plays a critical role in whether or not a person will stay in teaching and what type of teacher he or she will become. The partnership created the New Teacher Support Groups to support beginning teachers and to assist them with the problems they face during their early years in the teaching profession. The groups were developed on the principle that having regularly scheduled times to talk and listen to one another would help new teachers cope with the many difficulties they encounter during their first year, and help them learn and grow professionally.

Since initiating the groups in 1995, the partnership has worked with a total of 112 beginning elementary school teachers from the four partnership districts. The new teachers were graduates of a variety of college and university teacher

education programs. Participation was voluntary. During the 1999–2000 school year, the New Teacher Support Groups provided a regularly scheduled forum for discussion and assistance to 36 first- and second-year teachers in the Chatham County, Durham Public, and Orange County Schools.

Groups typically meet every other week for two hours during the academic year and are usually led by one or two facilitators—a UNC–CH School of Education faculty member and/or a graduate student in teacher education or school psychology. Over the years, funding to hire these leaders has come from grants, especially from the Z. Smith Reynolds Foundation. Group size ranges from three to nine, with five or six members being ideal. A group-consultation model is used that focuses on problem-based discussions by each teacher. The meetings follow the same general format each time: (1) Teachers take turns presenting an issue of concern; (2) the group helps each teacher who presents refine the problem; (3) the group generates possible solutions; (4) the group helps each teacher who presents develop a plan of action; and (5) the group evaluates the meeting. In subsequent weeks the teachers report on their implementation of the plans. The follow-ups provide the group with opportunities for further exploration and collaboration.

To date, research on the New Teacher Support Groups has focused on identifying the major concerns facing new teachers and the impact of the group on the teachers. With respect to the major concerns they face, new teachers have identified the following categories:

- *Working with other adults.* The most frequently mentioned category, this includes how to communicate with parents, how to use teaching assistants effectively, how to deal with administrators, how to work with specialists and other faculty, and how to cope with visitors in their classrooms.
- *Curriculum and planning.* Discussions related to this concern tend to focus on how to plan lessons, how to manage time, how to assess and grade students, and how to prepare for end-of-grade tests, rather than on specific curriculum content.
- *Self as teacher.* The concerns in this category center on beginners' developing their identity as a teacher and coping with the stress of meeting the demands of the job.
- *Individual children and their families.* Among the issues in this category are ways of meeting special learning needs, such as those of children with behavior problems, attention deficits, and learning disabilities, and the home lives of students.
- *Classroom management.* Strategies for managing behavior, rewarding students, and helping students be more independent and more responsible for their own behavior are among the classroom management concerns discussed.
- *Politics, policies, and procedures.* Schoolwide issues such as the politics of the school and specific policies and procedures constitute the final category of new teachers' concerns.

Individualized interviews with the teachers and written feedback at the end of the year provided information about their reactions to the groups. Overall, the teachers felt that they benefited both personally and professionally. Specifically the groups provided the following:

- *Social and emotional support.* The groups offered hope and encouragement, emotional support, a sense of belonging, and a common bond with others facing the same difficulties.
- *A forum for problem solving.* The groups helped new teachers think constructively about their practice and engaged them in solving professional problems that they encountered in their first year of teaching.
- *An opportunity to give and receive assistance.* The groups gave new teachers an opportunity to give and receive assistance, which was empowering to them.

The groups also provided graduate students in school psychology and teacher education with an opportunity to provide consultation in a group setting and to contribute to the partnership's teacher induction effort. The current challenge for the partnership is to maintain and institutionalize these groups in the absence of the grant support that allowed the partnership to initiate them.

Collaborative Research in a University-School Teacher Education Partnership

In the early stages of university-school collaboration on research, it became evident that school personnel and university faculty did not view research in the same way. Many school personnel saw university faculty as the researchers, and

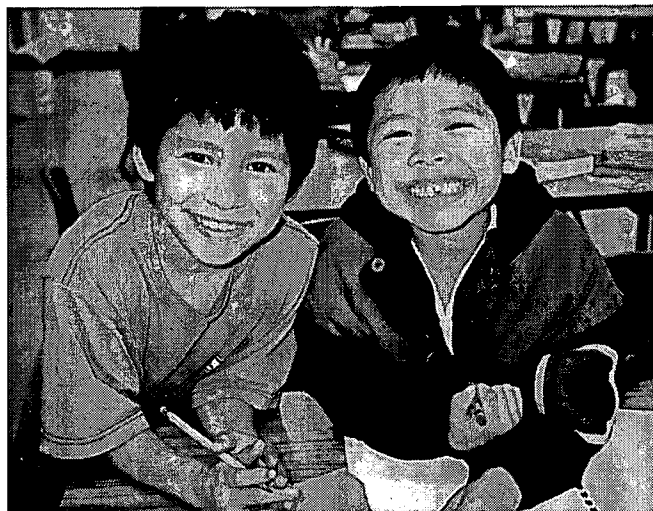
themselves as the objects of research. University faculty tended to value research questions related to theory, hypotheses, and findings that would be applicable beyond a local setting, while school faculty usually focused on questions that were more relevant to practice in their local setting.

These observations led several partnership personnel to design a study that would investigate the differing perceptions and discover ways in which university faculty and school personnel could collaborate better on research. The study's designers asked, Did university faculty and school personnel see themselves engaging in true collaboration, sharing equal responsibility for all aspects of the research—choosing the research questions, designing the study, etc.? Or did they view the endeavor in terms of more traditional roles, with the university faculty conducting the research, analyzing the data, and so forth, and school personnel functioning primarily to provide access to data?

To gather data on these questions from partnership participants, a questionnaire and a structured interview were used. A volunteer sample of 55 school personnel and 15 university faculty completed the questionnaire. Twenty-two school personnel, who constituted a stratified random sample from the five PDSs, and 18 university faculty (all the university participants) participated in the structured interviews. The purpose of the interview was to provide more in-depth information on issues raised in the questionnaire. The data were collected in the spring of the second year of the partnership's operations.

Among the findings were the following:

- About two-thirds of the university faculty but only about one-third of the school personnel felt prepared to participate in collaborative research.
- Before their collaborative experience, both school personnel and university faculty held a traditional view of educational research. They saw it as quantitative, measurement based, theory driven, and involving comparative studies to evaluate an intervention.
- School personnel had somewhat more positive reactions to the collaborative research experience than their university colleagues did. School personnel viewed the research as more applied, less didactic, more interesting,



Salome Espinoza, left, and Liandro Gordiano participate in Moncure School Family Night as part of the UNC-CH/Chatham County At-Risk/Dropout Prevention Program.

and more student focused than previous research with which they were familiar.

- The majority of university faculty reported little or no change in their views on collaborative research. In some instances, though, they became more negative.
- The two groups agreed that the most important type of collaborative research involves collecting data for decisions about practical educational policies and questions. However, university faculty gave this focus significantly higher ratings than school personnel did.
- School personnel believed more strongly than university faculty did that university faculty, not school personnel, should do partnership research.
- The two groups had similar views about their research roles. Between 49% and 81% of the participants said that there should be joint responsibility for each of eight research activities (choosing the questions to study, designing the study, serving as subjects, collecting the data, analyzing the data, interpreting the results, writing the research report, and disseminating the report). However, they agreed that university faculty should not have primary responsibility for choosing the questions to study or for serving as subjects of the study; and that school personnel should not have primary responsibility for analyzing the data, interpreting the results, writing the report, or disseminating the report.
- Although the two groups agreed that the most important sources of satisfaction from collaborative research were findings that

yielded improvements in teaching, student achievement, curriculum, and professional skills, some sources of satisfaction were partner specific. For example, collaborative research yielding publishable articles was a relatively more important source of satisfaction for university faculty, whereas improved teaching, improved student achievement, and renewed enthusiasm for professional work were more important sources of satisfaction for school personnel.

- For both groups, lack of time, lack of support personnel, and inadequate funding were the most significant barriers to a successful collaborative research experience.

In summary, the school and university partners in the partnership appeared to hold traditional views about research that did not become appreciably more positive after the collaborative experience, especially for the university participants. Nevertheless, the partners were able to function collaboratively. However, this research collaboration is clearly at a fragile stage of development. Specifically, the lack of preparation for collaborative research on the part of many school personnel, the differential sources of satisfaction for the two partners, and the lack of time, support personnel, and funding represent significant threats to successful, long-term collaborative research. For collaborative research to prosper in this partnership over the long term, school personnel and university faculty need to determine how to assimilate their differing perspectives and overcome the tangible research barriers that have been identified.

The High School Literacy Project

The High School Literacy Project is an outgrowth of concerns in the partnership about reading and literacy at the high school level. This initiative was funded by Matching Incentive and School Services grants from UNC General Administration to the partnership and its collaborators: Durham Technical Community College, North Carolina Central University, and the Rural Center. The effort focuses on four high schools—Chapel Hill, Jordan, Jordan-Matthews, and Orange—in the four partnership school districts.

The steering committee for the project, which included representatives from each school district and institution, identified two key issues to be addressed:

- Conceptualizing literacy experiences within the structure, the culture, and the organization of the high school so that literacy would

not be treated as an isolated skill and so that poor readers would not be studied in isolation of the literacy culture of their schools and communities

- Assisting teachers who have not been adequately prepared to deliver content to students who do not read or write well

During the first year of the project, each high school completed a case study of literacy in its setting. Some of the initial findings of the project across the four high schools are:

- There appears to be a lack of ownership of the reading and writing problem by teachers. There is no consensus among teachers about the nature or the extent of the problem.
- There is a clear call from students for teachers to respond to individual needs and interests, especially in reading and writing choices.
- There is less creative writing in high school than in middle school, yet students reported that writing relieves stress and allows them to express their feelings.
- It is the “unsuccessful” students who are writing (especially poetry) to express themselves and their feelings outside school.
- Schools are doing a poor job of working with English-as-a-second-language students.
- Teachers and students are not identifying the same things as being helpful in approaching the literacy problem. For example, teachers view labeling and tracking as good, and students view them as bad.
- Students reported a fuller, more expansive concept of reading and writing than teachers did. Whereas teachers focus on literacy as an individual attribute, students stress reading and writing as a resource, a means of personal expression and identity.
- Students reported too much focus on textbooks and lectures, whereas teachers said they lecture because they believe students cannot read. This creates a vicious cycle.

On the basis of the findings, the participating groups set the following objectives for 1999–2000, the second year of the project:

- To familiarize members of each school’s faculty and staff with the findings of the case study
- To bring the National Writing Project (an outreach project to improve students’ writing) to teachers at each high school
- To train teachers in reading techniques at Durham Technical Community College

- To make this initiative a more visible priority of the partnership
- To improve the skills of practicing teachers to work effectively in all curriculum areas with students of low (and all levels of) literacy skills
- To shape the preparation of new teachers to work effectively with students of low (and all levels of) literacy skills, through the teacher education curriculum of the PDSs

To address these objectives, project personnel undertook cross-school activities as well as site-based efforts. Each of the objectives noted was met, and several other accomplishments were realized. In brief, the project sponsored a seminar on the National Writing Project during February 2000, in which more than 20 teachers participated, and Durham Technical Community College sponsored a workshop on reading instruction, which was attended by six teachers.

Perhaps more important, teachers at each of the schools engaged in ongoing, site-based efforts addressing the objectives. Each of the schools also participated in a cross-school meeting in which teachers and administrators shared findings from the case studies in Year 1. In addition, at some of the schools, members of site-based inquiry teams took the findings to their departments for discussion and appraisal.

Several activities made the project a more visible priority within the partnership, including public seminars and presentations, the creation of a project Web site, and a Day of the Poet (a one-day activity organized by local North Carolina poets to promote poetry-writing skills among low-performing and underrepresented students), which attracted local media.

Specific activities and accomplishments of the project during its second year were as follows:

- Teachers and students responded enthusiastically to the use of periodicals in classrooms at Orange High School.
- At Chapel Hill High School, a new reflection form for service learning was developed and implemented to document all service-learning activities and to serve as a writing intervention tool. Approximately 60% of the students (900) used the new form.
- Also at Chapel Hill High School, 84 students participated in the City Works project as part of their ELP (economics, law, and politics) classes. They researched city issues and did telephone interviews.

Students also volunteered at an organization addressing issues of individual preference, and wrote research papers about their experiences.

- Forty-nine seniors in advanced placement literature at Chapel Hill High School partnered with 54 fourth-grade students to exchange letters for two months. The two groups read the same books (chosen by the fourth-grade teachers) and wrote letters discussing them.
- Students in lower-level English classes at Chapel Hill High School interviewed their favorite teachers about reading habits, then wrote, published, and distributed a literacy newsletter including this information.
- A Chapel Hill High School faculty member visited rising ninth graders and instructed them to write a letter to their future selves. About 250 students (95% participation) wrote letters, which will be returned to them after they graduate from high school.
- Ninth- and tenth-grade students at Jordan High School who participated in a one-day intensive writing workshop scored significantly higher on the state writing assessment than did their peers who did not accept the invitation to attend.
- Teachers responded positively to techniques introduced at the Durham Technical Community College workshop and agreed to try some in their classrooms.
- Several teachers who participated in the National Writing Workshop seminar will participate in advanced training this summer.



William Burke admires work by Forest View Elementary students Hillary Miller, left, and Ida Donner.

- A project Web page has been completed and continues to be updated. It is located at <http://www.unc.edu/depts/literacy/>.
- Data from a survey conducted after the Day of the Poet indicated that students valued the event. Eighty-one percent reported that they valued learning from poets or seeing poets perform. Fifty-five percent noted that the information presented was very useful, and 98% wrote that they would come to a similar event again.
- Student poetry from the Day of the Poet was compiled, published, and distributed to participating schools and posted on the project Web page.
- UNC-CH faculty and staff have investigated information about several foundations that offer funding that would further the objective of the High School Literacy Project.

Partnership Evaluation

Two external evaluations were conducted during 1999–2000, one on a component of the partnership and another on the partnership itself.

The National Council for Accreditation of Teacher Education (NCATE) has developed and is testing standards to evaluate PDSs, a type of university-school partnership. The Chatham County PDS was one of 20 that participated in the test of the standards. The evaluation of the site involved a four-day visit by a four-member team, which considered a variety of sources of evidence, including documents, observations, videotapes, and interviews with school faculty and students, university faculty and students, parents, and volunteers. The team produced a 30-page report containing its evaluations, commendations, and recommendations for the Chatham County site. Interested readers may obtain a copy from the partnership.

Ismat Abdal-Haqq, formerly with the Clinical Schools Clearinghouse of the American Association of Colleges for Teacher Education and an authority on PDSs and university-school partnerships, completed an evaluation of the entire partnership. Her visit was coordinated with that of the NCATE site-visit team. Her report, which also is available to interested readers, contains a number of recommendations that will be incorporated into the criteria that the partnership will use to select sites that will begin operation in fall 2001. Selected strengths and recommendations from that report follow:

Strengths

- *RTPDSP displays an uncommon and welcome focus on student learning.*
- *Organized collaborative inquiry by school and university faculty does exist.*
- *A strength is engaging parents and community members as active participants.*
- *A strength is the involvement of building and district-level administrators.*
- *One of the more distinctive aspects is use of the framework for the initial preparation and professional development of counselors, school psychologists, social workers, and administrators.*

Areas of Concern

- *Preservice teacher education is underplayed across some of the sites.*
- *There does not appear to be a coordinated, coherent, and conscious research plan in place for the partnership.*
- *Greater School of Education faculty involvement is constrained by faculty course load and insufficient incentives.*

Recommendations

- *Maintain the existing relationships rather than substituting a new school for a current partner.*
- *Involve more University faculty through modifications to reward and promotion policies.*
- *Build release time and/or compensation into the agreements for school-based personnel heavily involved in Partnership activities.*
- *Craft a comprehensive research agenda that addresses impact on all stakeholders.*

Impediments

Time and cultural differences continue to be the most important impediments to a successful partnership. With regard to time, both school personnel and university faculty view partnership activities as additional responsibilities rather than as an integral part of their jobs. Some burn out; others opt out. The result is low participation rates by school faculty if participation is not built into their professional development plans, by university faculty if participation is not perceived as part of their academic load. Cultural differences between

schools and universities manifest themselves in different perspectives and priorities regarding professional development activities in the partnership. A prime example is the differing perspectives about research, discussed earlier.

Lack of financial resources for release time for school faculty heavily involved in partnership activities also is an impediment. So are the heavy course loads and unrewarding promotion policies for university faculty.

Lessons Learned

The major lesson learned to date is the importance of building the necessary prerequisites for a successful partnership. One of the most important prerequisites is a critical mass of committed participants: from the school, teachers, administrators, and support personnel such as school counselors and school psychologists; and from the university, faculty and graduate and undergraduate students.

At the school level, release time must be built into the schedule to allow individuals to participate as part of their regular duties rather than as an add-on responsibility. Adjusting schedules is not easy, but schools can do it in part by devoting teacher workdays and some faculty-meeting time to partnership activities, as well as by making substitute teachers available.

At the university level, participation must become part of a faculty member's academic load. The university must adjust teaching, service, and research responsibilities to incorporate partnership participation, and its decisions about merit increases, promotion, and tenure must reflect the value of this contribution.

In addition, both school and university participants must develop a better understanding and appreciation of each other's activities and of the value of collaborating. As discussed previously, joint research is one example of where change is needed. This activity can simultaneously further the mission of the schools, which is to improve practice, and the mission of the university, which is to advance knowledge. However, resources to provide released time and a change in the reward structure are needed in order to facilitate this research.

Next Steps and Future Aspirations

At the spring meeting of the policy board, the question of whether the RTPDSP should continue beyond the initial six-year contractual period (January 1995–January 2001) was discussed, and there was widespread agreement that the partnership had been successful and should continue. Whether the current sites should continue and/or new sites be selected also was discussed. The year 2000–2001 is the fifth and final year of operations for the current sites of the partnership. A second round of site selection will occur soon, for the 2000–2001 academic year and beyond. Current sites may apply for renewal. In this second round, the partnership will apply what it has learned about the factors that result in a successful university-school collaboration. As discussed earlier, these factors include (1) a critical mass of committed school and university participants (2) over an extended period and (3) adequate funding from both the university and the school partners.

In addition, the partnership is endeavoring to institutionalize, transfer, and maintain what has worked both at the sites and in partnership-wide activities. With respect to transferring successful activities across sites, in the second round of site selection, the partnership is encouraging development of ambassador site/transfer site proposals. An "ambassador site" is an existing site. A "transfer site" is a new site that wants to adopt some successful practices of an ambassador site. The ambassador site would serve as a mentor to the transfer site in this process. The partnership hopes to experiment with the ambassador site/transfer site approach as one way to spread successful practices across schools in the partnership.

With respect to transferring partnership-wide activities, an important priority is to institutionalize the New Teacher Support Groups across the four districts now that the grant funds that have supported them have been expended. At this point the partnership is trying to develop a mentor teacher-in-residence program as one approach to continuing to offer these groups to new teachers.

In summary, this partnership has two major challenges in the future. The first is to apply what it has learned from the first group of sites to the second round of site selection. The second challenge is to maintain and transfer the best practices that the partnership has discovered in current sites to new sites, and to institutionalize the most successful partnership-wide activities.

Profile of USTEP Based at UNC-CH

SCHOOLS

Number of school districts involved in partnership	4			
Number and types of schools (overall) across participating districts:				
ELEMENTARY	MIDDLE	SECONDARY	OTHER	
48%	15%	11%	—	
Student enrollment (overall) across participating districts	51,223			
Racial and ethnic makeup of student body across participating districts				
WHITE	BLACK	HISPANIC	OTHER	
48.8%	43.1%	5.1%	3.0%	
Number and types of schools involved in partnership:				
ELEMENTARY	MIDDLE	SECONDARY	OTHER	
2	1	1	1	
Student enrollment in schools involved in partnership	10,775			
Racial and ethnic makeup of student body in partnership schools:				
WHITE	BLACK	HISPANIC	OTHER	
64.1%	24.5%	8.9%	25.0%	
Percentage of students on free or subsidized lunch program in partnership schools	28.3%			
Number of teachers (overall) in partnership schools	299			
Number of teachers in partnership schools involved in partnership activities	186			
Number of cooperating/clinical teachers in partnership schools	47			
Number of nationally certified teachers in partnership schools	20			
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?				
	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	No	Yes	No
MENTORS	No	No	No	No
CLIN. INSTRUCTORS	Yes	No	Yes	No

UNIVERSITIES

Number of education faculty (overall):					
Full-time 50, Part-time 12					
Number of education faculty involved in partnership:					
Full-time —, Part-time 17					
Number of arts and science faculty involved in partnership:					
Full-time —, Part-time 6					
Number of students preparing to teach (prospective teachers):					
Undergraduate 165, Graduate 107/252*					
Percentage of prospective teachers (total of undergraduate and graduate) by level:					
ELEMENTARY	MIDDLE	SECONDARY	OTHER		
53.6%/35%	11.7%/8%	26.0%/17%	8.7%/40%*		
Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:					
		1998–1999	1999–2000		
In Pre-Student-Teaching Clinical/Field Experiences		54/106**	62/132**		
In Student Teaching		33/86**	31/106**		
In Post-Student-Teaching Experiences		0	0		
In Other Assignments		7/22***	11/49***		
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program					
			36.9%***		
Number and level of graduates over last three years who have completed teacher education program:					
	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	54	19	63	86	11.9%
1999	29	17	11	91	11.3%
2000	57	15	33	13	14.0%
Percentage of graduates employed in teaching					—
Degrees offered that lead to certification:					
BA, MA, MAT, EdD, PhD, Other					

— = no answer

*In these data the first percentage or number represents teachers, and the second percentage or number represents guidance counselors, school psychologists, administrators, and educational leaders. All are involved in the program. The 40% following "Other" breaks down as follows: special education 5.5%, guidance counselors 3.0%, school psychologists 8.6%, administrators 10.4% (master's level), and educational leaders (12.5%) (doctoral level).

**The first number is teachers in PDSs, and the second number is teachers in partnership districts. We have partnership-wide (districtwide) activities as well as site (PDS) activities.

*** These are not teachers but guidance counselors, school psychologists, school of social work interns, administrators (master's level), and educational leaders (doctoral level) who are involved in the program.

****The percentage represents the data that appear in rows 2 and 3 of the preceding table. See the preceding note for an explanation of the data in row 5.



The University of North Carolina at Charlotte

in partnership with Cabarrus County, Charlotte-Mecklenburg,
and Gaston County Schools

In the University-School Teacher Education Partnership based at The University of North Carolina at Charlotte (UNC Charlotte), the university has partnered with various entities to carry out eight projects. At UNC Charlotte these projects are called partnerships. Therefore, in this report, "partnership" (with a lowercase *p*) refers to projects, and "Partnership" to the overall effort.

In 1997, when the Partnership was originally funded, UNC Charlotte had partnerships with 10 schools in two school districts. Those partnerships were created on the basis of existing strong relationships with schools that were relatively close to the university, and on the idea of placing cadres of preservice students in schools that shared programmatic or curricular themes, such as Total Quality Education and the Boyer Basic School Curriculum. Following two years of implementation, partnership evaluations indicated a need to examine the organization and the focus of the partnerships: Some of the schools were functioning well, with a high degree of support from their administration or leadership, but some had suffered because of changes in leadership and school priorities.

In May 1999 the executive committee of UNC Charlotte's College of Education held a retreat to examine the Partnership program. As a result, Partnership personnel decided that it was a good time to consider new ideas and projects that would benefit additional schools and school faculties and programs, and ultimately more prospective teachers and P-12 children.

In fall 1999 the Partnership issued a call for partnership proposals to all teacher education and arts and science faculty as well as to all schools and superintendents in the university's service area. The call stipulated that each proposal for a partnership (1) describe the value that the partnership would add to personnel preparation efforts (whether preservice, induction, or professional development) and school improvement projects; (2) describe how the partnership would address a subset of the 12 Partnership program components (as proposed by North Carolina's Deans' Council on Teacher Education in 1997); (3) include an evaluation and dissemination plan; (4) include a budget for the two-year period; and (5) contain

letters of support that specified commitments of both the university and the partnership schools. An overarching requirement for each proposal was that schools commit themselves to accepting yearlong interns (student teachers).

The partnerships that were selected have enlarged the scope of teachers and children served. For example, some partnerships include only one school, but others involve multiple schools. Two questions guide all the partnerships, however: (1) What value do the partnerships add to teacher education programs? and (2) What value do they add to programs, teachers, and students in the participating schools?

The eight partnerships include (1) Expanding Curriculum Options for Students with Mental Disabilities and Autism (see the third vignette), with the Exceptional Children's Services Program (Charlotte-Mecklenburg); (2) UNC Charlotte Writing Project, with Mt. Pleasant High School (Cabarrus County) and Vance High School and Elizabeth Lane and Nathaniel Alexander elementary schools (Charlotte-Mecklenburg); (3) Mathematics and Reading Project, with Central Cabarrus High School (Cabarrus County); (4) Science and Math Cooperative Initiative Project, with Hunter Huss High School (Gaston County); (5) Professional Development, with Thomasboro Elementary School (Charlotte-Mecklenburg); (6) Balanced Literacy Program, with Concord Middle School (Cabarrus County); (7) Multi-School Partnership, with David Cox Road, University Meadows, Blythe, and Berryhill elementary schools (see the fourth vignette) (Charlotte-Mecklenburg); and (8) West Mecklenburg Feeder Area Schools Partnership (Charlotte-Mecklenburg).

These partnerships represent a wide array of activities and foci with multiple schools, programs, and school districts. Each partnership has at least one university liaison and one school or program liaison. These liaisons are the "lifelines," directing planning activities and coordinating budgets and communication between university personnel and school teachers and administrators.

A component that permeated the entire undergraduate teacher education program in 1999-2000 was the required yearlong internship (see the first vignette). Another such component was

the minigrant program (see the second vignette). The minigrants encouraged research by school and university faculty on the learning of children. They were for a maximum of \$1,500 each, and 11 were funded.

School and university faculty are working hand in hand, and they have positive attitudes. The Partnership allocates as much funding to schools as possible. Schools provide substitute pay and minimal resources. However, most of the support comes from Partnership dollars for the goals a project has identified. The Partnership has a Ford Foundation grant, but it has not gone strongly into linking with business, etc. There is equity in the involvement of university and school people.

Vignettes

The first two vignettes that follow describe the two focal points of the Partnership. The next two vignettes describe selected partnership activities during 1999-2000.

Yearlong Internships

For several years, student teachers, cooperating teachers, and university faculty have reported in evaluations that 15 weeks of student teaching was not long or comprehensive enough to prepare teachers as beginners in the teaching profession. In other evaluations the consensus was that preservice teachers needed more time in school classrooms and a stronger link between campus courses and experiences with children. Also, university education faculty wanted early clinical experiences to be richer and better connected to the realities of school.

The yearlong internship was planned and piloted in the 1997-98 academic year to address those concerns. Student participation was voluntary. The pilot entailed two semesters, the first involving part-time clinical experience in a school classroom side by side with college courses, and the second involving full-time student teaching.

Throughout the two semesters, interns worked with the same cooperating teacher. In the first semester they observed, assisted the cooperating teacher and children in multiple ways, and engaged in clinical activities required as part of campus courses. They also attended teacher workdays at the beginning of the school year, became familiar with the total school environment, took part in schoolwide activities, and participated in parent meetings. The classroom teachers played an active role in identifying meaningful activities and experiences and in

helping the interns become an integral part of the faculty.

In the second semester, the interns were typically able to move swiftly into the role of student teacher and concentrate more fully on the dynamics of the classroom. This included trying and finding effective teaching strategies, classroom and student management techniques, and overall classroom organization. In other words, they had an opportunity to see clearly and completely the big picture of the classroom and the school. They also had a chance to make the connections they needed to become effective teachers. All these skills and understandings began to form while the student teachers still were under the supervision of cooperating teachers, a situation in which they could begin to feel the confidence needed for going into the next year as beginning teachers.

For the pilot year of the internship, the role of the cooperating teachers was both expanded and advanced in responsibility. This led to the creation of a new term, "clinical instructors," to distinguish them from the traditional cooperating teachers. Clinical instructors were selected for their effectiveness as teachers, their skill in mentoring prospective teachers, their demonstrated professionalism, and their dedication to giving back to the profession by coaching future teachers. They worked with a university student for two semesters. Principals expected clinical instructors to model exemplary performance and excellent behaviors and to remain fully involved in the classroom.

Three UNC Charlotte faculty members conducted a quasi-experimental study to examine the differences between the results achieved by students in a yearlong internship and those achieved by students in the traditional semester-long student teaching. The study examined the university students' perceptions of (1) the quality of their relationships with clinical instructors and cooperating teachers, (2) their knowledge of school policies and procedures, (3) their teaching ability, and (4) the adequacy of the time spent to prepare for the profession.

The study, conducted following the first two years of the pilot, provided evidence that supported the benefits of a yearlong internship over student teaching. The students engaged in the internship rated the adequacy of time spent in schools and with clinical instructors higher than the semester-long student teachers did. They also rated their relationships with clinical instructors and their knowledge of school policies and procedures higher than the students who experienced one

semester of student teaching did. The greatest difference, though, was in the students' perceptions of the adequacy of the time spent in the internship. They reported that they had an adequate amount of time in a school and a classroom before they had to take on full teaching responsibility. In contrast, student teachers participating in the traditional one-semester experience had less start-up time and had to assume their teaching duties while they still were learning school policies, names of children, management of the classroom, etc. They indicated less confidence in their ability to juggle the many tasks early in the teaching semester because they had to handle such a variety of new and unfamiliar duties.

Feedback from the interns indicated that they found their clinical instructor to be an invaluable component of the internship, and they contended that the relationship with this person was invaluable in making the internship successful. They noted that the yearlong internship made it possible to become a part of the school community, to see the full school year in progress, and to achieve a better understanding of school policies and procedures.

School personnel indicated some similar and some different reactions. The clinical instructors thought that important improvements in learning to teach were accomplished by having interns participate in workdays and the opening of school, and by exposing them to school procedures and the ways in which classroom rules and procedures are established. Most important, they asserted, interns learned more about the individual needs of students firsthand.

School administrators thought that the yearlong internship helped create better-qualified teachers. It provided prospective teachers with a smoother transition to student teaching, gave them more hands-on experience, and helped them better understand the day-to-day operations of school, the administrators said. They noted also that it helped teachers become more aware of current trends in education and enhanced the professional development of the clinical instructors. The principals reported selecting clinical instructors more carefully and claimed that these teachers became more thoughtful about their role in working with interns. The principals also said that they valued having more adults in classrooms to assist with student learning, and they reported watching the professional growth of interns with an eye to future employment.



In May 2000, twenty-three teachers from four schools participated in the Multi-School Partnership induction meeting.

UNC Charlotte's Office of Field Experiences continues to collect semester-by-semester data on the value of the yearlong internship. As a consequence of the positive evidence from piloting, the yearlong internship now is required of all prospective teachers except those in fine and performing arts (art, dance, music, and theatre).

The full implementation of the yearlong internships was achieved in 1999-2000. This upgrade brought increased value, clarity, and structure to clinical experiences. It led university faculty to look more closely at course sequencing, early field experiences, and the quality of supervision. Overall, the collaboration required to implement it has had a positive ripple effect (value added) at both the university and the school level.

As word of the yearlong internship spreads among schools, principals call to volunteer their schools and teachers. The opportunity to work with an intern for an entire year allows time for building strong relationships among all concerned, which enriches the experiences of interns and school personnel.

—Vicki Jaus, director of field experiences,
and Melba Spooner, faculty coordinator
of the Partnership, UNC Charlotte

Collaborative Research Funded by Minigrants

One of the original expectations of the Partnership was that research would increase emphasis on collaboration, applied research, and evaluation in schools to improve teaching. Another expectation was that it would increase the access of teachers, administrators, counselors, and others in schools and universities to the current knowledge base on teaching and learning, thereby narrowing the research-practice gap and contributing to more effective school programs.

In 1998-99 the Partnership piloted 10 minigrant research projects to encourage collaboration between university and school faculty. In 1999-2000 it funded 11 projects. The process was competitive, and projects were funded for up to \$1,500. An example of a funded project is Reading, Writing, and Technology Portfolios: Incorporating Technology into a Special Education Classroom Through the Development of Activities for Reading Literacy, Writing Literacy, and the North Carolina Technology Licensure Requirement. The three goals of this project were (1) to increase K-12 students' reading literacy by providing them with appropriate computer software; (2) to improve the students' writing literacy by having them engage in a collaborative writing activity that will result in electronic book reports; and (3) to improve student teachers' skills in teaching and technology integration by involving them in the implementation of the project in the classroom.

The minigrant program required a proposal to be submitted jointly by a team of at least one university and one school teacher or administrator. Preference was given to teams that included clinical instructors, to proposals from schools that were current or former partnership schools, and to schools that had or had had significant connections to the university. Proposals were reviewed by a panel of university and school personnel.

Minigrants have provided university faculty and P-12 teachers with the opportunity to identify specific classroom and school issues that they can address through collaborative activities and research that will strengthen teaching and learning for teachers and children. The emphasis has been on providing more resources for classroom teachers through study and research and through the purchase of materials for instruction.

—Melba Spooner, faculty coordinator
of the Partnership, UNC Charlotte

Expanding Curriculum Options for Students with Mental Disabilities and Autism

The advent of accountability systems for students with disabilities has created the need for teachers of students with moderate and severe disabilities to have increased skills in curriculum development. On June 15-16, 2000, fifty special education teachers in the Charlotte-Mecklenburg Schools participated in a dynamic two-day workshop on building curriculum. Four teachers from the school system served as co-presenters with university faculty on new curriculum ideas. Because curriculum for students with moderate

and severe disabilities has to be both real-life and hands-on, this workshop modeled both types. Participants scanned newspaper coupons to use in instruction during the following academic term, watched videotapes of students using communication systems, sampled a new pickle recipe, made a simple dessert, and played with unique toys while gaining hundreds of new ideas for personalizing a life-skills curriculum. Ideas were presented creatively through fun drawings from a fishbowl of ideas, which teachers voted as "functional" or "not functional" for their students. Through these drawings, teachers began to realize what types of skills did or did not match the new accountability system. Some drawings included door prizes of materials that teachers could use to implement their new ideas. During the two days, teachers played a unique version of bingo based on three curricular concepts: self-determination, functional academics, and technology. When they saw one of the concepts presented in a videotape or by a workshop speaker, they marked their bingo card. The first teacher to identify three examples of the concepts won a prize.

Participants' feedback on the workshop showed the highest level of consumer satisfaction, with several teachers commenting, "The best I ever attended." Partnership funds made it possible to pay teachers to attend, and to pay other teachers to develop the workshop and serve as presenters. From comments like "Not only did I learn a lot of new ideas and have fun, but I also felt very honored," the session leaders concluded that they had achieved the workshop's goals.

—Diane Browder, project director,
UNC Charlotte

Multi-School Partnership

In late January 2000, the first meeting of the school and university liaisons for the Multi-School Partnership took place. Berryhill and Blythe elementary schools had just joined the partnership, which had been operating for the previous three years with UNC Charlotte and David Cox Road and University Meadows elementary schools as partners. This meeting was a session to get acquainted and begin planning for the inclusion of the two new schools. Everyone was excited about the potential of supporting teachers and making a difference in children's lives.

As the school and university liaisons refocused on the four Partnership areas the partnership had selected—school improvement, induction,

preservice teacher preparation, and professional development—they decided that the best use of time and resources for the remainder of the 1999–2000 school year was induction. Consequently they planned a meeting for first-, second-, and third-year teachers. The purpose of the meeting was to introduce beginning teachers to North Carolina’s performance-based licensure process and to solicit input from the teachers about how the partnership induction program could address their needs.

At the end of May 2000, beginning teachers from the four partnership schools came together for the first induction meeting. Funds from the Partnership paid for substitute teachers, allowing 23 participants to be released for the full-day workshop. The morning session included an overview of the performance-based licensure process and tips for successful completion of the products required of the teachers. In the afternoon session, participants assembled as grade-level teams to discuss how the partnership could best support them. Each grade-level team then shared a list of needs that it had identified. Some of the common ideas included planning days for performance-based licensure, materials for organizing performance-based licensure artifacts and reflections, and a listserv (an electronic subscription list) for E-mail communication between induction participants and university and school liaisons.

In mid-June 2000, a planning meeting was held at Blythe Elementary. A school administrator, a teacher representative from each school, and university liaisons participated. The purpose was to plan how to address the partnership’s four focal areas during the 2000–2001 school year. For *school improvement*, the group planned a workshop on differentiating instruction and curriculum planning; for *induction*, school visits, meetings, and/or support on an individual basis (for more detail, see “Next Steps and Future Aspirations”); for *preservice preparation*, the hosting of preservice teachers and yearlong interns by partnership schools; and for *professional development*, staff development programs for clinical instructors and cooperating teachers.

—Joyce Frazier and Janet Finke,
project directors, UNC Charlotte

Partnership Evaluation

When developing proposals for funding, each partnership identified an evaluation and dissemination plan for its two-year activity. The partner-

ships that are currently receiving funding began activities and operation in January 2000. As can be seen in the vignettes, activities (teacher training, planning sessions, etc.) began to take place immediately and continued throughout summer 2000. The current academic year (2000–2001) will be the year of full implementation of the partnerships.

In spring 2001 the Partnership will hold a dissemination conference. At the conference all partnerships will present poster displays and papers on their activities and outcomes. The minigrant participants will present poster displays and abstracts of their projects. Further, focus groups will be conducted with public school teachers and administrators and with university faculty who served as liaisons.

In 1999–2000 the 11 projects financed by the minigrant program served 13 public schools in 4 school districts, 1 charter school, 1 school for children with special needs, and 1 independent school working collaboratively with a public school. They involved 15 university faculty from seven departments in the Colleges of Education and Arts and Sciences. As a consequence, this very successful program will continue.

Each partnership will address how well it met its goals in terms of value added to personnel preparation (preservice education, induction, and professional development of teachers) and school improvement.

Impediments

In administering and “living out” the partnerships, the biggest barrier is to find simple and smooth procedures for disbursement of funds. Partnership personnel have worked on procedures, and they seem to be improving. Resources are the key to being able to support the collaborative work that goes on in the partnerships. Whether it be purchasing research-related materials, supporting staff development events, or providing stipends, funds to pay for those and other items are the bottom line. All participants have indicated satisfaction with the support they have received, but the disbursement of money is sometimes a long, complicated process.

All in all, the 1999–2000 Partnership refocus on projects, with university faculty and school personnel charting their own course of activities and actions—in other words, being the key decision makers—has been a very positive experience, so there are no major impediments to discuss at this time.

There is never enough money to get done all that the Partnership needs or wants to do. However, the partnerships have been very careful to delineate goals that work within the parameters of the budget that they proposed. In the first year of this new configuration, partnerships have received planning money and some initial training money. If they are to continue implementation of goals, institutionalize meritorious projects, and grow beyond the confines of a two-year time frame, funding will need to increase.

Lessons Learned

This year has been spent charting a new course in partnerships at UNC Charlotte. One lesson learned is that it is important to keep components that have become extremely collaborative in nature and that permeate the teacher education program, in arts and sciences as well as education. One such component is the minigrant collaborative research program, which involves faculty from seven departments across campus, including, in the College of Arts and Sciences, the Departments of Chemistry, History, and Art, and in the College of Education, the Departments of Reading and Elementary Education; Middle, Secondary, and K-12 Education; Counseling, Special Education, and Child Development; and Educational Administration, Research, and Technology.

The other component is the yearlong internship, which caused the university to examine the pre-student-teaching semester to make sure that it benefited and was tailored to the needs of pre-service teachers, P-12 students, and clinical instructors. Guidelines were developed to help ensure that a smoother, more gradual transition to student teaching, and ultimately to the beginning year of teaching, took place. Except for students in the fine and performing arts programs, which now are examining their program requirements, the yearlong internship is required of all teacher education students.

Another positive step that the Partnership took in 1999-2000 was to establish an advisory council to guide Partnership efforts. Specific tasks include developing the call for proposals, reviewing proposals, and selecting partnerships to be funded; also, reviewing proposals for minigrant collaborative research and selecting the projects to be funded. The council meets four times per year. It is made up of selected faculty from education and arts and sciences who represent programs that contribute to the preparation of professionals for

teaching, counseling, administration, and other significant responsibilities in the schools. Teachers also serve on the council.

Next Steps and Future Aspirations

The Partnership at UNC Charlotte has moved in a more positive direction during 1999-2000. It will continue to work to meet its goals and will provide documentation and assessment of outcomes during spring 2001 when the Partnership dissemination conference takes place. The advisory council, which has served in a very positive manner with great energy and participation, will continue to guide Partnership efforts, initiating a new call for proposals in spring 2001. This call will be open to all education programs and faculty and to all schools and school districts in the UNC Charlotte service area. The call again will be for a two-year (2001-2003) period. Current partnerships will be able to reapply and are encouraged to do so if it is reasonable and necessary to extend their work.

The yearlong internship will continue to be an integral part of the undergraduate teacher education programs. The Office of Field Experiences will work with teacher education programs, P-12 schools, and the partnerships to ensure that all components are addressed, and are supported with adequate resources and procedures.

The advisory council has begun to discuss a Beginning Teacher Initiative. During this critical time of teacher shortage, the need is not only to support beginning teachers so that they can sustain their energy, enthusiasm, and effective instruction, but also to recruit and attract more talented young people into the teaching profession. The ultimate goal is to increase the number of high-quality teachers graduating, so that the children and youth of North Carolina will be prepared for life in the 21st century.

One partnership already has planned an induction program for 2000-2001, the support to vary depending on the teacher's year (first, second, or third) of experience. Support for first-year teachers will take the form of school visits from the university liaisons to address teachers' questions and concerns. Additional support will be provided on an individual basis. Support for second-year teachers will be the main thrust of the program. Four meetings are planned to guide them through the performance-based licensure process. The meetings will take place at the different school sites at regular intervals throughout the school year. Third-year teachers will receive support on an individual basis.

Profile of USTEP Based at UNC Charlotte

SCHOOLS

Number of school districts involved in partnership 3

Number and types of schools (overall)
across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
118	42	25	9

Student enrollment (overall) across
participating districts 129,315

Racial and ethnic makeup of student body
across participating districts:

WHITE	BLACK	HISPANIC	OTHER
44%	42%	5%	9%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
19	1	5	6

Student enrollment in schools
involved in partnership 14,004

Racial and ethnic makeup of student body
in partnership schools:

WHITE	BLACK	HISPANIC	OTHER
43%	41%	4%	12%

Percentage of students on free or subsidized lunch
program in partnership schools 59%

Number of teachers (overall) in partnership schools 704

Number of teachers in partnership
schools involved in partnership activities 224

Number of cooperating/clinical
teachers in partnership schools 87

Number of nationally certified teachers
in partnership schools 22

Are cooperating/clinical teachers, mentors, or
clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	No	Yes	No
MENTORS	No	No	—	No
CLIN. INSTRUCTORS	Yes	No	Yes	No

UNIVERSITIES

Number of education faculty (overall):

Full-time 89, Part-time 8

Number of education faculty involved in partnership:

Full-time 18, Part-time 0

Number of arts and science faculty involved in partnership:

Full-time 3, Part-time 0

Number of students preparing to teach (prospective teachers):

Undergraduate 992, Graduate 619

Percentage of prospective teachers (total of undergraduate
and graduate) by level:

ELEM.	MIDDLE	SECONDARY	SPEC.	ED. LDRSHIP.
35%	5%	14%	19%	10%
K-12	ESL	READING		
4%	3%	6%		

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998-1999	1999-2000
In Pre-Student-Teaching Clinical/Field Experiences	63	159
In Student Teaching	63	85
In Post-Student-Teaching Experiences	NAP	NAP
In Other Assignments	NAP	NAP

Percentage of prospective teachers (total of undergraduate
and graduate) involved in partnership program 67

Number and level of graduates over last three years who have
completed teacher education program:

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	43	13	12	15	28%
1999	46	13	19	18	32%
2000	55	15	14	21	38%

Percentage of graduates employed in teaching —

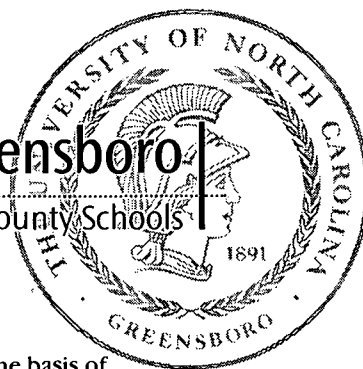
Degrees offered that lead to certification:

BA, MA, EdD

— = no answer; NAP = not applicable

The University of North Carolina at Greensboro

in partnership with Guilford and Rockingham County Schools



During the first year of the University-School Teacher Education Partnership at The University of North Carolina at Greensboro (UNCG), activities primarily involved K-8 programs in the Department of Curriculum and Instruction. Over the next two years, the partnership's executive committee expanded the reach of activities to encompass all 37 of the university's professional education programs. These education programs include arts and science preservice training in K-12 specialty areas, secondary school academic areas, special education, and counseling and administration.

The activities of the many education programs are carried out at three types of sites in the Guilford or Rockingham County Schools: professional development schools (PDSs); general teacher/professional education sites, which are non-PDS sites that support licensure preparation; and collaborative sites, where UNCG education faculty engage in research or other collaborative activities.

UNCG's Teachers Academy serves as an umbrella organization for the university's education programs. Its central purpose is to develop community among all university faculty members involved in education and to enhance collaborative arrangements with teachers and administrators in the schools. The governing body of the Teachers Academy, the Council of Program Coordinators, provides a forum for interdisciplinary conversations and group decision making. It consists of representatives from all the professional education programs.

Increasingly, the partnership emphasizes development of interprofessional and interdisciplinary linkages. To ensure that these linkages take place, the partnership has encouraged collaborative efforts among university, school, and community personnel. It has provided support for projects within established teams at PDSs. It has supported communication among educators who are directly involved in PDS programs and others who, although not part of a PDS team, are working with students at PDSs. Finally, it has encouraged all professional education areas to develop programs that emulate the PDS model.

Three types of programs form the basis of university and school collaborations:

- Collaborative School Improvement and Research Projects, which involve personnel from both schools and the university in programs that enhance preservice experiences and K-12 student achievement
- The Clinical Faculty Cadre, which supports the participation of master teachers in development of preservice curriculum and delivery of teacher preparation courses
- Connecting Conversations, which provides opportunities for preservice teachers, university faculty, schoolteachers, administrators, and counselors to communicate with one another and thus to gain a better understanding of all professional education roles and an increased commitment to collaborative efforts

Equity among partners is an essential element of true collaboration, and the partnership has achieved it. Representatives of Guilford and Rockingham County Schools, professional development initiatives such as NC TEACH and LEARN NC, UNCG programs, and community organizations are members of both the partnership council and the executive committee.

These two bodies serve as forums for decision making about goals and activities. University faculty, school personnel, and community members contribute strongly and with equal voice to all conversations and decisions. Further, all professional education programs and public schools have equal opportunities to acquire professional and financial support for collaborative projects.

There has been no quantitative assessment of attitude changes since the inception of the partnership, but anecdotal reports indicate an awareness of partnership programs and positive attitudes toward involvement in them. Many participants exhibited enthusiasm in their 1999-2000 reports. The reports reflected an understanding of the importance of collaboration and the need to improve preservice experiences and student achievement. Participants expressed interest in continuing to refine and take part in partnership projects.

In one year-end report, the team leader of a Paideia program noted that this partnership-

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supported endeavor has had a positive effect on teachers:

[As a result of this project,] teachers are . . . eager to try new ways to conduct Paideia seminars. That willingness to try new things and improve on old proven methods is positive change in any educational environment.

In another school, teachers, administrators, university faculty, and preservice teachers collaborated on the development of a preservice handbook. "Our goal," one teacher wrote, "was to focus on what [the preservice teachers] really need[ed] to know—the understandings and the 'nuts-and-bolts.'" As a result of using the handbook, she continued, these teachers would have "better understandings, sharper 'on-the-spot' skills in many aspects of teaching, and—confidence!" The handbook team created a structured form for feedback. Teachers and interns reported that the handbook had a positive effect on preservice experiences and that they wanted to continue using it.

Overall, the partnership has achieved a recognizable position among university and school educators. Participants look for and use partnership programs, not as the overarching professional education structure but as a facilitative element in a network of programs that support professional education and development.

Mindful of the importance of communication with policy makers, the partnership keeps information about its activities and its goals flowing to people in decision-making roles. The partnership coordinator reports on the partnership's activities at meetings of the Council of Program Coordinators. She also writes and distributes a partnership newsletter twice a year that is distributed to members of the local business and civic communities, and to local representatives in the state legislature. She visits project sites and meets with principals, team leaders, and university faculty. Further, the coordinator and other university and school partners meet with the superintendents of the local school systems, both in small meetings and through visits to the Piedmont Triad Education Consortium.

School districts have demonstrated their support of the partnership through funding (among other ways), mostly as in-kind contributions. Teachers are released from classes to attend meetings and to collaborate on projects. Administrators have



Parents at Jessie Wharton Elementary School participate in a program that connects them with the N.C. Standard Course of Study and their children's education.

been assigned to the partnership council and the executive committee. The school districts have been open to the master teachers' participation in the Clinical Faculty Cadre. Also, they have provided space and supplies for a number of the collaborative projects.

Some projects have been conducted exclusively as partnership projects. Others have received funding and other support as part of programs that are sponsored and financed by the community and a school district. University and public school faculty, for example, developed a *Guidebook for Preservice Teachers* over a period of three years with partnership support. The After Hours Homework Project, in contrast, was a broad weave of multiyear collaborative programs to help reduce the minority achievement gap. It received support from a variety of sources.

In 1999–2000, attempts to secure outside funding of activities met with mixed success. On the one hand, the Duke Power Fund for Innovations in Education awarded a total of \$15,000 for three competitive projects. Because of the similarity of its goals with those of the Duke Power Fund, the partnership facilitated implementation of the projects. On the other hand, the Department of Curriculum and Instruction applied for a \$6 million Title II School Quality Enhancement grant for collaborative efforts in PDSs but was not funded.

Members of the business and civic communities participate in the partnership council and the executive committee, along with representatives of the university, the schools, and various education initiatives. To promote broad representation and involvement, the partnership schedules meetings at the university, schools, and community sites.

Vignettes

The following vignettes illustrate various activities and accomplishments of the partnership.

Fostering Personal Development and Social Responsibility Through Project Effort

Project Effort, funded by the Duke Power Fund for Innovations in Education, focuses on fostering students' personal development and social responsibility through sports. All the youngsters in Project Effort live in a low socioeconomic neighborhood in Greensboro and attend a Title I school, Hampton Elementary (part of the Guilford County Schools). The program was developed to help children and youth overcome the challenges related to drug abuse, poverty, neglect, and exposure to criminal behavior by providing a safe after-school program and one-on-one mentoring. Organizers hoped that, through participation in the program, students would stay in school and become positive contributors to society. University and school faculty, undergraduate and graduate mentors, and parents work together to meet these goals.

The comments of three participants give insight into their efforts:

- "The main purpose of the Project Effort Mentoring Program is to help the students transfer the values and the goals that they learn (self-control, caring, independence, etc.) within the [sports] club setting, to their neighborhood and home."
- "Mentoring [of school students by undergraduate and graduate student volunteers] allows a relationship to develop between two individuals who might never cross paths if not united in this way. Not only do these two people meet, but also they are able to enrich each other's lives through friendship, guidance, sharing, and trust. . . . This reciprocal interaction makes mentoring both unique and precious."
- "The Youth Leader Corps [10-12 high school students who had been involved in the sports club when they were in lower grades] was in full action this year! The leaders planned and conducted lessons that focused on being responsible for the welfare of others. After spending a grueling day in school, . . . high school youth leaders traveled to UNCG once a week to teach sport and life skills to kids from the Boys and Girls Clubs and [to kids who were] home school[ed]. Who are the Youth Leaders? They are youngsters who are committed to teaching younger children how to

try their best, help others, work on their own, and respect the rights and feelings of others."

The effect of Project Effort was measured by studying the rate (number per year) of office referrals (students' being sent to the office for behavior problems), the rate (number per year) of suspensions from school, teacher ratings of students on a persistence scale (how much they "keep trying"), mentors' journals regarding how well students were setting and reaching goals, and end-of-the-year interviews with teachers. The data indicated a decrease in the number of referrals and suspensions, as well as continuing participation in and responsibility toward the project, all of which indicated a positive effect.

Developing a Secondary School PDS

For the past seven years, the secondary education program at UNCG has been working with Western Guilford High School to develop a secondary school PDS. The project has had problems and successes, as seen from both university and school perspectives.

During spring and summer 1993, administrators and faculty from the university and the high school held a series of meetings at the school district's administrative office. The meetings focused on understanding the functions of a PDS, developing a PDS structure at the secondary level, and securing funding to implement the idea.

Between 1993 and 1997, university and school partners engaged in a series of conversations about the nature and the goals of a PDS in the context of high school reform. The participants went through the stages of getting acquainted, building trust, and making the commitment for continuous renewal. Outcomes during that time included development and implementation of (1) a professional-year sequence (methods courses, internship, and student teaching), (2) a school-wide interdisciplinary unit at the high school, and (3) an action-research project in the high school.

A number of problems were involved in implementation of this program, many of which reflected differences in the cultures of the school and the university:

- Distrust or misunderstanding between school and university people
- Differential demands and expectations
- Differential reward systems
- Perceived differences in status between professors and schoolteachers
- Changing roles for all the partners

- Sustained leadership
- Scarce resources (money and time)

Over time, most of these problems were resolved through continuing conversations about the issues, during which the groups developed the understanding and the flexibility to adapt to changing roles. For example, to alleviate concerns about differential demands and expectations and differential reward systems, the participants shared information about their respective cultures. Concerns with scarce resources were resolved more concretely, with the help of partnership funding. Some problems recurred and required attention. However, the possibilities outweighed the problems as the collaborative relationship grew stronger. Positive outcomes included mutually beneficial practices and research. For example:

- Institutionalization of yearlong internships for interdisciplinary teams of students preparing to be secondary school teachers. There was an average of 10 interns at Western Guilford High each year, with a consistent core group of social studies and English interns; science, mathematics, and foreign language departments participated when possible.
- Participation by both teachers and student teachers in professional development to use the Paideia and Comer approaches.
- Integration of the Paideia and Comer models into university teacher education courses.
- Collaborative curriculum development.
- Collaborative action research.

In addition, this school-university collaboration has served as a model for developing other secondary school PDSs.

Throughout, collaboration was ensured in a number of ways: "Connecting conversations" maximized mutual understanding. Student-teaching seminars were held on site, and all student teachers participated in periodic meetings with the principal, the assistant principal, and the media specialist to share information about the school's policies and procedures, the role of specialists as curriculum resources, computer-based record-keeping, and more. University faculty, schoolteachers, and the media specialist met to design an action-research project that focused on helping ninth-grade students master research skills. Teachers and interns then implemented the research project. During 1999–2000, university and school educators collaboratively developed a PDS internship handbook.

Implementing the 4 Block Reading Model

The faculty and staff of Reidsville Intermediate School, in the Rockingham County Schools, targeted reading improvement as a goal for their students. Although the on-site reading facilitator had worked closely with the teachers and many elements of a good program were in place, the teachers thought that a comprehensive, directed reading program would provide a consistent approach to instruction and improve reading skills for all students in the school.

In 1999–2000 the faculty decided that the 4 Block Reading Model would improve the language arts skills of Reidsville Intermediate students. The 4 Block Reading Model is a structured yet adaptable program for teaching reading. On the one hand, the model provides a detailed set of methods for developing literacy. There are well-defined lessons that involve spelling instruction, guided reading, self-selected reading, and writing. On the other hand, teachers have opportunities to individualize learning activities according to students' needs and interests.

Teachers representing each grade-level team met with the program developer, who, through a series of workshops, taught the teachers about the 4 Block Reading Model. The teachers, in turn, worked with team members and UNCG interns to help them learn how to use the model. Working in teams, the teachers made decisions about how to adapt the program in their classrooms.

The school faculty indicated that the interns made a valuable contribution to the use of the 4 Block Reading Model. The program requires a lot of one-on-one time between teachers and students; the interns added significantly to the students' opportunities to practice with an adult.

Reidsville Intermediate used the results of end-of-grade testing to assess the effectiveness of the 4 Block Reading Model. The school achieved exemplary status, as it had for three of the preceding four years. Overall, reading scores for participants continued to improve. When examined more closely, however, the reading scores of fourth graders did not improve as much as expected, whereas the scores of fifth graders were above expectations.

Teachers reported that they were enthusiastic about and committed to continuing use of the 4 Block Reading Model. They were pleased with student achievement. They did want to explore why fourth graders did not make the expected gains. All teachers were trained in the model by fall 2000 and will use it in the 2000–2001 school year. They

will develop additional measures for assessing the impact of the model on student achievement.

Building Bridges for a Successful Journey through the Gateways

Beginning with the 2000–2001 school year, North Carolina public school students are required to meet statewide standards for promotion, in addition to local requirements. The standards, called “gateways,” are meant to ensure that students have achieved at grade level in mathematics, writing, and reading before being promoted to the next grade. (High school students also must meet standards in computing before they graduate.)

As the demands on students to pass the gateways became apparent, teachers and university faculty who worked with a cluster of three schools in Guilford County looked for ways to improve the students’ skills. As teachers explained, they saw the need for a collaborative learning community made up of teachers, administrators, and support staff; university faculty and interns; parents; and students. They thought that they needed a network of invested adults who understood the learning goals and would work together to enhance student achievement.

The gateways involved transitions from second to third grade, fifth to sixth grade, and eighth to ninth grade. Workshops were held to discuss appropriate developmental expectations for students in each of these transitions. Together the participants planned instructional strategies that would increase the students’ achievement in the targeted areas. The group reported back to the faculty at large so that the entire learning community understood and became involved in the project. At the end of the year, the group prepared and distributed packets of its materials to members of the group and to other members of the partnership.

The project leaders worked to coordinate the curricula of all three schools so that the students would acquire all the skills needed to pass the gateways. They developed a structure in which teachers could communicate horizontally (with teachers in the same grade and with parents), vertically (with faculty in feeder schools), and outside the schools (with university faculty). They understood that they were creating a collaborative model that might be replicated in other school-university settings and that would contribute to the skill development of university interns.

End-of-grade achievement scores were not analyzed for project evaluation. The project leader reported that the emphasis in this first year was on

implementing the project rather than on evaluation. However, the participants did provide feedback using an evaluation form that asked about perceived successes, areas for future improvement, and level of commitment to the project.

Teachers reported that they had been successful in establishing collaborative relationships. They found that sharing information about developmental changes and academic goals was important in the preparation for transitions. They also found that their plans for preparing students for the gateways were useful. Overall, teachers were enthusiastic about the project. The participants anticipated that, in the 2000–2001 school year, they would fine-tune the existing program and give increased attention to minority achievement gaps, science and math proficiency, and avenues for ongoing collaboration and communication.

Partnership Evaluation

The partnership council and the executive committee meet often for evaluative conversations about directions, needs, and successes of partnership programs. For several reasons, however, quantitative measures have not been used to evaluate the overall impact of activities. First, each project is tailored to meet the needs of specific students and situations. There is, appropriately, much variation among projects. Second, projects in education settings often require several years to show change that is clearly the outcome of the initiative and will result in continuing improvement. Finally, school personnel have indicated that they are not prepared to engage in extensive evaluation of the school-based projects, especially given the many competing demands on their time. Participants in many projects have collected data or anecdotal reports. These evaluations have shown improvement as a result of their work.

As the partnership enters its fourth year, the leadership sees the need for increased emphasis on evaluation. For the 2000–2001 academic year, there will be a two-tiered evaluation that assesses both individual projects and overall impact. To this end, a portion of funding will be dedicated to evaluation. One or more UNCG faculty members will take the lead in designing and implementing the evaluation components of each site-based project on which they collaborate. They also will design and implement an evaluation of the overall impact of the partnership. When the proposals for projects are reviewed, proposals will be returned if the assessment portions are not sufficiently strong in terms of their empirical base.

Impediments

The expansion of the partnership's focus and of participation in partnership activities has led to positive educational outcomes. At the same time, the expansion has created certain tensions.

First, there sometimes is concern about how to set directions and select projects equitably. Clear communication and leadership are necessary.

Second, many participants have expressed concern about the limited financial resources. In the 1999–2000 academic year, the partnership awarded \$1,500 each for 13 Collaborative School Improvement and Research Projects. This procedure ensured the recognition of a breadth of programs. However, a number of the schools noted that \$1,500 was not enough for their project to have a significant impact. Increasing the amount of the grants would, of course, decrease the number of projects funded. There is a clear need for more funding.

Lessons Learned

The partnership has grown in both concept and implementation over the past three years. It is broader in scope, in terms of reaching out to the entire professional education community of the university and to two school systems. Moreover, the projects that the partners have undertaken have had positive impacts on preservice experiences; on professional linkages among the schools, the university, and the community; and on student outcomes.

On the other hand, there is a need for continued and enhanced avenues of communication in order to facilitate the smooth and effective work of the partners. There also is a need for more qualitative and quantitative assessment in order to identify best practices and monitor the benefits of partnership projects.

Although both university and school personnel show interest in involvement in the partnership, the leaders must be proactive in facilitating communication between the constituencies. It is helpful for the coordinator to visit regularly with the members of the partnership, to provide assistance and support as necessary, and to provide encouragement for “connecting conversations” among participants.

Given the limitations on partnership monies, it is important for members to seek additional resources. Grantsmanship, awarding of monies, and financial oversight, however, are only one aspect of the work of the partnership. It also is important to see that the work centers on establishing structures and facilitating programs whose goals support the best collaborative activities among professionals.

Next Steps and Future Aspirations

In 2000–2001 the partnership will emphasize a number of goals:

- Plans for evaluation must be included in the proposals for Collaborative School Improvement and Research Projects. Assessment will be an essential element of the end-of-the-year reports about these projects.
- Emphasis will be placed on collaborative activities that involve more of the professionals who work at PDSs.
- Professionals who are not directly involved in PDS activities will be encouraged to adopt PDS models for their work.
- The partnership will support development of new PDSs that include elementary, middle school, secondary, K–12 specialty areas, school administration, and counselor education interns and faculty.
- Emphasis will be placed on projects that work to reduce the minority achievement gap.
- The partnership will collaborate with the coordinators of other education initiatives to align its work with that of others to promote preservice and professional development, as well as improved student outcomes.

Profile of USTEP Based at UNCG

SCHOOLS

Number of school districts involved in partnership 2

Number and types of schools (overall)
across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
79	22	18	3

Student enrollment (overall) across
participating districts 76,027

Racial and ethnic makeup of student body
across participating districts:

WHITE	BLACK	HISPANIC	OTHER
55.0%	36.4%	2.8%	5.8%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
11	4	2	1

Student enrollment in schools
involved in partnership 11,063

Racial and ethnic makeup of student body
in partnership schools:

WHITE	BLACK	HISPANIC	OTHER
47.6%	39.8%	4.0%	8.6%

Percentage of students on free or subsidized lunch
program in partnership schools 37%*

Number of teachers (overall) in partnership schools 699

Number of teachers in partnership
schools involved in partnership activities 186**

Number of cooperating/clinical
teachers in partnership schools 166

Number of nationally certified teachers
in partnership schools 11***

Are cooperating/clinical teachers, mentors, or
clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	No	Yes	Yes
MENTORS	Yes	No	Yes	No
CLIN. INSTRUCTORS	Yes	No	Yes	Yes

UNIVERSITIES

Number of education faculty (overall):

Full-time 81, Part-time 56

Number of education faculty involved in partnership:

Full-time 19, Part-time 2

Number of arts and science faculty involved in partnership:

Full-time 39, Part-time 8

Number of students preparing to teach (prospective teachers):

Undergraduate 519, Graduate 533

Percentage of prospective teachers (total of undergraduate
and graduate) by level NAV****

Number of prospective teachers (total of undergraduate and grad-
uate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	195	192
In Student Teaching	195	192
In Post-Student-Teaching Experiences	NAP	NAP
In Other Assignments	49	37

Percentage of prospective teachers (total of undergraduate
and graduate) involved in partnership program 76%*****

Number and level of graduates over last three years who have
completed teacher education program:

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	111	17	30	83	NAV*****
1999	54	13	42	135	NAV*****
2000	165	31	64	187	NAV*****

Percentage of graduates employed in teaching:

1998 69%, 1999 63%, 2000 NAV

Degrees offered that lead to certification:

BA, BS, MA, EdD, PhD, Other

— = no answer; NAP = not applicable; NAV = not available

*This is the percentage reported by 11 of 18 partnership
schools; no data on this question were available from 7 schools.

**This is the number involved in specific projects. Most of the
699 teachers are involved in some way. Thirty-nine teachers par-
ticipated in clinical faculty cadre activities.

***This is the number reported by 9 of 18 partnership schools;
no data on this question were available from 9 schools.

****These data are available for program completers only, not
for all students in teacher education.

*****The percentage represents the number of student teachers
in Guilford and Rockingham County Schools, 192, divided by the
total number of student teachers, 252.

*****No data are available for minority students in teacher ed-
ucation only. Data are available for all professional education
program completers, including those in teacher education,
counselor education, school services, supervision, and adminis-
tration: 1998—9%, 1999—10%, and 2000—7.7%.



The University of North Carolina at Pembroke

in partnership with Fort Bragg Schools and Anson, Bladen, Columbus, Cumberland, Hoke, Montgomery, Richmond, Robeson, and Scotland County Schools

The partnership between The University of North Carolina at Pembroke (UNCP) and the 10 school systems in UNCP's service region reflects a shared commitment to quality education for all children and youth. Every program and service sponsored by the partnership affirms the value of university and schools working together to achieve common goals. Collaborative initiatives for 1999–2000 resulted in increased participation of faculty and teachers in partnership activities, a reconceptualizing of the partnership organization and structure, and an expanded vision of future possibilities for collaboration.

In January 2000 a steering committee of school teachers and administrators and teacher education faculty was charged with evaluating the status of the partnership and making recommendations for its improvement. After deliberating, the committee recommended that the partnership be reconceptualized and reconstructed. This recommendation emerged as the major focus for the latter half of the 1999–2000 school year, and the committee worked the rest of the semester and over the summer to that end.

The result is a more inclusive and participatory partnership model with built-in flexibility for diverse program areas to self-determine ways to strengthen collaboration between the university and the schools. The partnership now is organized into three major initiatives: (1) Services and Programs for Children and Youth, (2) the Professional Development Collaborative (PDC), and (3) School Improvement Collaborative Projects. The steering committee selected the PDC as the first priority for development. Initiatives 1 and 3 will be implemented in 2000–2001.

In the past the partnership focused almost exclusively on the preservice component of the professional career cycle. The PDC is organized into three committees that reflect the whole range of the cycle: preservice education, which involves the preparation of teachers in the undergraduate program; induction, which encompasses the transition from the university into the teaching profession; and career-long development, which addresses continuing professional development as an inservice teacher. Each committee is cochaired

by a school teacher or administrator and a teacher education faculty member. All teacher education faculty are members of one of the three committees; the number of school, community, and business partners participating in the PDC increased dramatically. Each committee determines its own membership, constructs its own mission, establishes its own priorities and work plans, and controls its own budget.

The steering committee also developed a new mission statement, new goals, a new logo, new organization charts, and new PowerPoint presentations to assist in disseminating information about partnership efforts. Further, it published an overview of the partnership structure and reorganized itself into a PDC advisory council for first-year implementation.

Vignettes

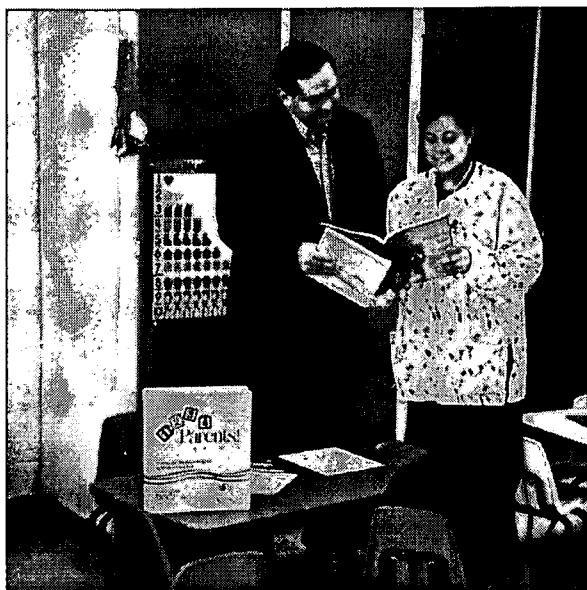
Following are some vignettes describing selected partnership efforts in 1999–2000.

Extending Parent Involvement for Academic Success

A collaborative action-research project was conducted in 1999–2000 between UNCP and South Hoke Elementary School. The primary objective was to provide students with structural support at home and at school that would increase their academic success. The impetus for this effort was drawn from a statement by Richard W. Riley, former secretary of education:

The American family is the rock on which a solid education can be built. I have seen examples all over this nation where two-parent families, single parents, stepparents, grandparents, aunts, and uncles are providing strong family support for their children to learn. If families teach the love of learning, it can make all the difference in the world to their children.

Building on the foundation of parent involvement as a key to successful student learning, the project consisted of a series of workshops for parents, students, and K–5 teachers based on input from all three groups. Throughout the project,



A series of workshops was developed for parents that included topics such as instructional methods, kindergarten orientation, and use of technology.

UNCP faculty and teachers provided minisessions for parents on such topics as instructional methods, assessment of students, use of technology in the school, kindergarten orientation, and end-of-grade tests. Additionally, opportunities for parents to volunteer in the school were emphasized. Each minisession focused on a specific skill or subject. Grade-level topics were based on the academic needs of students as determined by test scores, parent feedback, and teacher evaluations. Classroom teachers served as facilitators, and to free parents, teacher assistants provided child care during the evening programs, held monthly.

At least twice a month, South Hoke Elementary teachers provided interactive homework assignments in the format of Teachers Involve Parents in Schoolwork (TIPS). Developed by Joyce Epstein, director of the Center on School, Family, and Community Partnerships at Johns Hopkins University, these assignments required South Hoke Elementary students to share their work, ideas, and progress with their families. Families commented on their children's work and requested additional information on the assignments from teachers.

Project outcomes included (1) development of a parent resource room staffed by parents; (2) student learning materials and resources; (3) increased parent involvement, ranging from one-on-one assistance to general school duties such as monitoring of the cafeteria; (4) development and distribution of a monthly school newsletter, with versions in English and Spanish; and (5) better understanding of the school's curriculum by parents.

Integrating Technology into Instruction

To ensure that teachers become technologically competent, the State Board of Education has required that 3 to 5 of the 20 continuing education units required of each educator for licensure renewal be in technology. The UNC system has allocated resources to coordinate the new requirements for preservice teachers and teacher education faculty. UNCP teacher education faculty collaborated with the schools to seek grant funding for technology training initiatives in the partnership service area.

During the 1999-2000 school year, 60 teachers from partnership schools participated in three professional development sessions (20 teachers per session) at UNCP on technology integration. The first session's focus was nonlinear multimedia integration. Software application programs featuring this kind of integration allow the user to choose next steps according to options provided by the programs themselves. During this session,

Netscape Editor and Microsoft Front Page were the software packages of choice. The software was demonstrated, the participants were led through the development of a simple Web page, and then they developed individual Web pages reflecting their own instructional purposes. The participants responded favorably to the session. In particular they cited the physical presence of three staff during the training sessions as a significant positive factor.

The second session's focus was linear multimedia integration. Linear multimedia slide presentations give the user access to various means of communication, including visual, audio, and movement, but allow the user to proceed only to the next step or the previous step, in contrast to navigation within nonlinear multimedia, where the user can choose from any option the author has provided within the design of the presentation. Microsoft PowerPoint was the software application program of choice for linear multimedia integration. It was demonstrated, the participants were led through the development of a brief slide presentation, and then they developed their own presentations directly related to their K-12 curriculum area. The response to this session also was positive.

A third session was offered because of the positive feedback from participants. This session focused on linear multimedia integration through Microsoft PowerPoint. The structure of the session followed that of the previous session. The response to this session also was positive.

No formal follow-up was conducted with participants, but many anecdotal comments collected indicated that teachers had modified their teaching to incorporate several of the skills taught in the sessions, and classroom learning was enhanced.

Strengthening Career Development in Elementary Schools

The goal of this project was to enhance the career development program in the elementary schools of Robeson County. Studies have shown that students who receive early career training and counseling services (1) improve school performance and involvement, (2) increase personal and interpersonal skills, (3) improve preparation for careers, and (4) increase awareness, exploration, and planning skills. The partnership provided funds to (1) reproduce copies of *Elementary Career Awareness Guide: A Resource for Elementary School Counselors and Teachers* (Raleigh: North Carolina Department of Public Instruction, 1999), (2) distribute the resource guides to schools (P-6), and (3) conduct appropriate training for area school counselors. Activities found in the guide are taught as part of the goals and objectives of the North Carolina Standard Course of Study. Sandy Peyser, a counseling consultant for the North Carolina Department of Public Instruction, said in the guide, "A comprehensive school career development program begins at the elementary level and continues for life. It is important for counselors and teachers to help students make the best possible learning and career choices so they may have a full life and be contributing members of society."

As a result of the project, 33 elementary schools received a total of 700 resource guides. Also, at least one school counselor from each elementary school in Robeson County participated in a two-hour training session conducted by the UNCP counseling faculty on how best to use the guides in their schools. The training session presented an overview of the guide, an explanation of the classroom lesson plans, and a format for conducting inservice training with classroom teachers. Feedback from the school counselors and school administrators indicated a high degree of satisfaction with and appreciation for the assistance provided.

Aligning Curriculum

The UNCP teacher education program encouraged faculty in education and arts and sciences

to participate in the Praxis II content-area and Principles of Learning and Teaching (PLT) tests in an effort to align undergraduate teacher education course work better with expectations of Praxis. Praxis II is a national professional assessment for teachers, developed and administered by the Educational Testing Service. The partnership supported this endeavor by providing funds to cover participants' expenses.

The project was designed to improve the performance of teacher education students on Praxis II. To ensure that the content of Praxis II and the content of professional studies and methods courses were aligned, methods and arts and science faculty took the Praxis II test in their respective specialty areas. In follow-up sessions, they shared their impressions of the tests and discussed ways to modify their courses so that students would be better prepared for the tests. Faculty then used their shared experiences and insights about the Praxis II tests to develop *Preparation for Praxis II Guidelines* for UNCP students. Through the partnership a consultant was contracted to deliver PLT workshops to both UNCP preservice teachers and lateral-entry teachers in the partnership region.

Disseminating Best Practice in Assistive Technology

A survey was conducted in the partnership region to determine the nature and the extent of the use of assistive technology. "Assistive technology" is any piece of equipment that increases the independence of a person with a disability. The survey findings indicated that teachers did not fully understand their role in helping identify and serve students with assistive technology needs, and that resources should be available to help them discharge their responsibilities.

As a result, the Special Education Program at UNCP and the Cumberland County Schools cooperatively developed training videotapes that can be used by both preservice and inservice teachers. The videotapes focus on a process approach to securing appropriate assistive technology. Viewers are taken through the steps necessary to identify and meet assistive technology needs. The videotapes explain what assistive technology is, what is required by law, and how a large school system (Cumberland County) responded to the challenge of developing a comprehensive Assistive Technology Department. Highlights include actual instructional use of a variety of assistive devices (communication devices, aids for daily living, computer access,

environmental control, etc.) with elementary school, middle-grades, and high school students. As a result of this activity, the assistive technology specialist from the Cumberland County Schools, Judy Pittard, made a statewide presentation that included the videotapes. Special Education Program faculty now are determining how and where to use these videotapes in the overall teacher training program. A presentation also is being planned for a regional technology conference in spring 2001.

Integrating Technology into Secondary School U.S. History Courses

UNCP faculty from the Schools of Arts and Sciences and Education and teacher education students collaborated with teachers at Lumberton Senior High School in Robeson County to develop teaching materials that would meet the instructional technology goals of the university's social studies teacher preparation program and the high school's social studies program. This effort assisted five secondary school U.S. history teachers in learning how to integrate technology into their courses.

The five teachers attended two all-day workshops. In the first workshop, they learned how to use database and spreadsheet programs and how to construct PowerPoint presentations for use in the classroom. During the second workshop, UNCP faculty provided the five teachers with information about (1) the expectations for student-teaching interns and their portfolios (e.g., use of Microsoft PowerPoint to sequence the events of World War II) and (2) evaluation procedures for UNCP students' portfolios. The five teachers then assessed the portfolios of the spring semester social studies education interns and shared their observations and questions with UNCP interns and teacher education faculty. As a result, UNCP was able to refine and streamline the assessment procedures used in the portfolio evaluation. The social studies teachers at Lumberton High School will continue to work with UNCP faculty in 2000-2001 on integrating technology into their U.S. history courses.

Promoting National Board Certification

Last year's objective of promoting awareness of the certification program of the National Board for Professional Teaching Standards (NBPTS) focused on (1) providing teachers with a clear, detailed overview of NBPTS requirements, (2) explaining the benefits of board certification, and (3) devel-

oping collaborative strategies to support teachers who wished to seek certification. The primary activities included a survey of 225 schools in the partnership region to help determine the number of teachers wishing to apply for certification and to help determine any specific needs with which UNCP could provide assistance. Subsequently the partnership sponsored three workshops at UNCP and six workshops in four school systems. Also, it purchased and distributed NBPTS materials.

During 1999-2000, the following awareness activities were undertaken: (1) The partnership conducted at least one orientation session in each of 10 school systems, including repeat sessions in the systems served the previous year. The partnership's NBPTS project coordinator and three board-certified teachers (one elementary, one middle grades, and one secondary) developed and presented the sessions. They also provided teachers with assistance with the application process between September and June.

(2) There were two orientation sessions at UNCP, one in fall and one in spring, for UNCP faculty, administrators, and preservice teachers. The NBPTS project coordinator and two board-certified teachers conducted the sessions.

(3) Applicants for board certification were organized into cluster groups for the purpose of sharing strategies, resources, concerns, and frustrations. Leadership for the groups again was provided by board-certified teachers and the NBPTS project coordinator.

(4) Finally, in recognition of the honor of becoming a board-certified teacher, UNCP hosted a banquet in the chancellor's dining facility for all board-certified teachers in the partnership region. Twenty-five teachers attended. The keynote speaker was Karen Garr, Governor Jim Hunt's teacher-adviser.

Sponsoring a First Friday Series

The partnership annually sponsors a series of First Friday professional development activities on the first Friday of each month. The activities, which are open to all school teachers and administrators, are scheduled during the regular school day. The topics for the 1999-2000 series included (1) The International Baccalaureate Program; (2) Core Knowledge; (3) Paideia in the Guilford County Schools; (4) Technology Showcase; (5) Building a Presence in Science—Implementing the National Science Education Standards; and (6) Hoke County Senior High School—The 4 Ps (Research Paper, Portfolio,

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Product, Oral Presentation). Attendance averaged 30 teachers per session, plus UNCP faculty. As an incentive to participate, the partnership covers participants' costs for substitute teachers. Follow-up contacts with participants have elicited positive feedback on the series as well as suggested topics for future events.

Partnership Evaluation

A variety of assessment strategies were used to measure program effectiveness, and both formative and summative evaluations took place. A primary technique employed was participant feedback through questionnaires and surveys. Data collected by these means were shared with teacher education faculty. In some cases, participants were asked to discuss their impressions of activities. The action-research projects undertaken by UNCP faculty and schoolteachers openly involved this sharing of information as a result of their collaborative nature.

The partnership also collected information through the following procedures: surveys of teacher education program completers; written evaluations by interns, cooperating teachers, and university supervisors; retrieval of student performance data on Praxis II; and calculation of the number of program, course, and syllabus revisions. Respondents were largely positive in their comments about each project. For example, program completers indicated a high degree of satisfaction with professional preparation, and cooperating teachers indicated that UNCP student interns were proficient in the use of technology in the classroom. Anecdotal evidence was collected on many projects, and it too demonstrated success of partnership activities. Further, teacher education faculty involved in the Praxis II specialty-area tests provided feedback about their experiences to the Teacher Education Committee during a regularly scheduled meeting.

Impediments

One of the major impediments for the partnership relates directly to the unique characteristics of its large, rural, economically and educationally disadvantaged service area, and the limited human resources available at a small institution. The great disparity between the high demand for services and the paucity of resources is a constant source of frustration.

Another impediment is the high turnover of personnel in schools in the partnership region. Teachers and administrators get shifted or move away from low-performing schools. A single change of a school principal can cause the total redirection of a school, including its commitment to the partnership.

A third impediment is that schools in the region are increasingly reluctant to participate in extra programs or activities because of accountability expectations. This hinders placement of students in field experiences and student-teaching internships.

Lessons Learned

The UNCP teacher education program must be responsive to the needs of the students served. The majority of students are both nontraditional and commuters. At times the needs of students and the programs designed to serve those needs are in conflict. Students should have a voice in reform initiatives during the planning phase of a program, rather than after the fact.

Standardization is neither a necessary nor a sufficient condition for program improvement that enhances preservice students' performance. Being flexible and responsive is how diversity is accommodated; finding multiple pathways to common ends increases the probability that all participants will flourish in the system.

Next Steps and Future Aspirations

Members of the advisory council are excited about the potential for a stronger and more productive partnership between UNCP and the 10 school systems in the coming year. Among the many benefits anticipated as a result of the reconceptualized and reorganized partnership are (1) 100% participation by the teacher education faculty; (2) a threefold increase in the number of school teachers and administrators actively participating in partnership activities; (3) a significant increase in the number and the variety of collaborative efforts; and (4) an extended sphere of influence, which will include delivery of support services to initially licensed teachers and career teachers. In addition, the quality of field experiences and internship components across all licensure areas will be improved, and the kinds diversified.

Profile of USTEP Based at UNCP

SCHOOLS

Number of school districts involved in partnership 10

Number and types of schools (overall)

across participating districts:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
136	56	39	14

Student enrollment (overall) across participating districts 124,150

Racial and ethnic makeup of student body across participating districts:

WHITE	BLACK	NATIVE AMER.	HISPANIC	OTHER
44%	40%	11%	4%	1%

Number and types of schools involved in partnership:

ELEMENTARY	MIDDLE	SECONDARY	OTHER
136	56	39	14

Student enrollment in schools involved in partnership 124,150

Racial and ethnic makeup of student body in partnership schools:

WHITE	BLACK	NATIVE AMER.	HISPANIC	OTHER
44%	40%	11%	4%	1%

Percentage of students on free or subsidized lunch program in partnership schools 60%

Number of teachers (overall) in partnership schools 5,654

Number of teachers in partnership schools involved in partnership activities 5,654

Number of cooperating/clinical teachers in partnership schools 150

Number of nationally certified teachers in partnership schools 50

Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?

	MONEY	TUITION	PRIVILEGES	HONORS
COOP./CLIN. TEACHERS	Yes	Yes	—	—
MENTORS	Yes	—	—	—
CLIN. INSTRUCTORS	Yes	—	—	—

UNIVERSITIES

Number of education faculty (overall):

Full-time 13, Part-time 7

Number of education faculty involved in partnership:

Full-time 13, Part-time 1

Number of arts and science faculty involved in partnership:

Full-time 8, Part-time 0

Number of students preparing to teach (prospective teachers):

Undergraduate 511, Graduate 107

Percentage of prospective teachers (total of undergraduate and graduate) by level:

ELEMENTARY	MIDDLE	SECONDARY	SPECIAL	OTHER
56.7%	4.7%	17.5%	21.1%	—

Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:

	1998–1999	1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	453	473
In Student Teaching	81	56
In Post-Student-Teaching Experiences	—	—
In Other Assignments	—	—

Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program 88% (interns, est.)

Number and level of graduates over last three years who have completed teacher education program:

	ELEMENTARY	MIDDLE	SECONDARY	OTHER	% MINORITY
1998	47	4	21	21	31.2%
1999	48	4	16	26	31.0%
2000	50	4	8	7	35.1%

Percentage of graduates employed in teaching —

Degrees offered that lead to certification:

BS, MA

— = no answer



The University of North Carolina at Wilmington

in partnership with Brunswick County, Camp Lejeune, Clinton City, Columbus County, Duplin County, New Hanover County, Onslow County, Pender County, Sampson County, and Whiteville City Schools

The Watson School of Education's Professional Development (PD) System is the result of a 10-year history of partnerships between The University of North Carolina at Wilmington (UNC-Wilmington) and public schools in southeastern North Carolina. As a professional school, the Watson School has linked its academic programs with P-12 schools that provide settings for application of learnings, and quality educators who help prepare prospective teachers and administrators. The faculty and the Watson School as a whole have developed strong relationships with regional school districts.

The PD System started with preservice field experiences and a general school-reform effort and rapidly expanded to include all aspects of schooling. The current organization is complex and sophisticated. It represents years of effort, learning from trial and error, continued analysis of an ever-increasing research base, and collective "re-visioning" by leaders at the university and school levels. The complexity of the organization, involving 10 school systems and more than 60 public schools, has demanded structural additions and changes that assist the partnership in making and implementing decisions beneficial to all partners.

Unlike some professional development school initiatives, which may impact a single school and a narrow subset of teachers, students, and university faculty, the PD System represents a more comprehensive approach to partnership. The model is broad based and powerful enough to include the entire teacher education faculty, more than 300 teachers-in-training, and more than 500 public school educators each year. It involves collaboration in redesigning and integrating roles, alignment of resources at all levels, and establishment of collaborative structures for solving problems and focusing attention on improvement in student learning in the university and the schools.

In a formal ceremony on July 8, 1999, representatives of each of the 10 school districts and the university signed the second round of three-year PD System contracts. The contracts reaffirm the importance of the partnership's goals and the responsibilities inherent in them. While reflecting

the importance of flexibility in meeting the needs of individual partners, the contracts also ensure that the partnership's goals are not compromised and that continuity and equity remain foremost in the vision. School systems now are asking to become a part of the partnership, valuing the growth opportunities that are inherent in collaboration. How to ensure quality for both university and school roles has become a strong focus for the partnership this year—a direct result of meetings with superintendents, central office personnel, and university faculty. One of the greatest accomplishments of this reciprocal relationship has been the development of trust in the school of education and its commitment to a true collaborative relationship with public schools.

As the Watson School searched for a new dean this year, the faculty kept foremost in their minds the vision guiding the partnership. The school sought a dean who saw partnership as a cornerstone of teacher preparation. The new dean has publicly pledged her support to the school partners and their relationship with the school of education. As the school of education continues nine other searches for 2000-2001, the partnership involvement will be an integral component of the process. Partnerships now have become the school of education's standard for doing business.

Vignettes

The following vignettes highlight activities in 1999-2000.

Professional Work Cultures Centered on Reflection

Effective partnerships must acknowledge the benefits of combining the wisdom of practice with the wisdom of practitioners. Such partnerships reach beyond improvements in technical skills and teaching activities to sophisticated understandings of instructional design and delivery in the context of school cultures that support and foster good practices. How does this occur? The following vignettes illustrate the importance that the Watson School places on opportunities for professional growth beyond the initial

internship and on the importance of maintaining professional work cultures. Two graduate-level courses in learning-centered supervision and coaching are required and funded by the Brunswick County Schools for all partnership teachers (cooperating teachers) who will have an intern in their classrooms, and for the administrators in those schools. Deep and lasting changes have occurred in the professional work cultures of this district's partnership schools as a result of its strong commitment to professional systemic growth.

Maintaining a Practicing Teacher

Training a prospective teacher is less complicated than maintaining a practicing teacher. Learning content and pedagogy is of primary importance in the preservice years. However, once a teacher is in the field, the complexities of the teaching-learning process become overwhelming. Many teachers lose their self-efficacy when faced with the myriad problems each child brings to the classroom, the limited support available to meet those needs, and the extra effort required to secure that support. Coming to believe, through experience, that they are unable to make the needed difference demoralizes teachers, causing them to leave the profession.

Participation in graduate-level courses focused on reflection and change gives teachers time to process their situation and acquire new skills. Professional growth can remediate their sense of worthlessness and helplessness. When teachers operate in collaborative environments, there is a climate of support, and colleagues to provide it. The confidence that someone else cares and shares their burden renews their commitment and provides encouragement to meet the daily challenges. Reading professional resources and discussing the implications for their context contribute new ideas, strategies, and energy. Thus professional growth informs and rejuvenates teachers and increases student achievement.

The partnership between UNC-Wilmington and the Brunswick County Schools supported my participation in courses on cognitive coaching. This gave me the opportunity to experience sustaining professional growth. I learned new strategies for analyzing and improving my practice. I developed methods for collecting data that both improved my professional habits and changed my instructional practices. "Getting inside my own head" was possible when I reflected on decision making before, during, and

after learning experiences. My teaching breathed new life as I wrote or talked about what I was doing, why I was doing it, what the impact of my practices was on student learning, and how those results occurred. These experiences better equipped me to recognize the growth my students were undergoing, and why and how it occurred. This routine reflection and the knowledge gained from the analysis made it easier for me to replicate successful learning. Also, collecting data and thinking analytically about my practice enabled me to teach preservice interns the same habits of mind. That in turn allowed these interns to begin their teaching careers with the essential skills of reflective practice.

Purposeful planning, routine collection of data, and daily reflection on practice prepared me to seek and obtain certification by the National Board for Professional Teaching Standards. This process validated me as a professional and refined my abilities to learn from all that happens in the classroom. It recommitted me to practices that intellectually I knew to be practical but had not employed because of the time required to do so. It reminded me that spending time examining the teaching-learning process is as important as preparing to teach and engaging in teaching. It reconnected the heart and the habit of teaching for me. These changes would not have occurred without my first experiencing the deep level of reflection provided in the UNC-Wilmington graduate courses, and for that I am eternally grateful.

—Carol Midgett, partnership teacher,
Southport Elementary School,
Brunswick County Schools

Ab, the Life of a University Supervisor

It is spring 2000 in two excellent elementary schools in Brunswick County. I am supervising the internships of five prospective teachers from UNC-Wilmington. The interns are from 21 to 40 years old. Their experience ranges from 2 years as a part-time worker in a day-care center to 12 years as a teaching assistant in a public school. Their personalities go from timid with low self-esteem to gregarious with a world of self-confidence. The five partnership teachers with whom the interns are working have years of experience and are nurturing and quite helpful to the interns. I am new to the supervisor role except for a required practicum and a semester under the tutelage of an exceptional supervisor. I do bring with me 10

or so years of teaching experience and 25 hard years of parenting.

Four of the five interns are easy to supervise, are successful, and take to the teaching role like a duck to water. The fifth intern, however, struggles from the beginning. Twenty-one years old and the mother of a small child (less than a year old), she works part-time at a day-care center after school and has a husband who doesn't quite understand the stress of teaching. She is soft-spoken and shy, with low self-esteem. She has been placed in a combination first-/second-grade class of 23 students.

During my first observation, announced, the intern is nervous, unenthusiastic, and ineffective. After the observation I talk to her quite a bit about what I saw because she will not talk.

My second visit, unannounced, is the result of the partnership teacher calling me with concerns about the intern. During the visit the students are inattentive. Even though the intern's lesson design is good and the lesson itself is hands-on, her delivery is weak and falls on deaf ears. She and I talk afterward about some strategies for improved behavior management. We also confer at length about whether she should continue her internship at this time, and I give her the options. I ask her to think about them during the afternoon and tell her that I will call her at home about 6:30 P.M. to see what she has decided.

When I call, she says that she is going to see the internship through and will work on several ideas that we have discussed. Her partnership teacher and I are pleased that she has decided to continue.

About a week and half later, I make my second announced observation. The intern is getting ready to send the students to learning centers. Her directions are unclear, and the pace is too slow. She keeps losing them (and me). I talk to the partnership teacher at length, and we are both discouraged. As the partnership teacher puts it, for every step the intern takes forward, she takes three steps backward.

I choose not to confer with the intern until I have given myself several days to come up with a coaching plan. I pay the intern a visit a couple of days later with a plan in hand. I am fairly direct with her and give her some specific assignments. She is to videotape herself teaching a math lesson and also to videotape her partnership teacher teaching the follow-up lesson the next day. I ask her to view the tapes alone and write a reflection paper comparing the two teaching sessions. I also arrange for her to observe a friend of mine who

teaches second grade in a neighboring county. My friend, a teacher of 20 years, is soft-spoken and low-key, like the intern, but a very successful teacher.

When I go back the following week for my third announced observation and a midterm conference, the partnership teacher meets me with renewed hope and enthusiasm. The videotaping was successful, and the intern's reflection paper is quite revealing (see the excerpt, below) about what she saw. During my observation I see slightly better behavior management—more forcefulness and consistency. She seems to feel better about herself, too.

During the midterm conference, I share all these observations with her, and she opens up more. She even smiles some, and the partnership teacher and I get a little moist around the eyes. My final comment to her is that now all she needs (assuming that she keeps up the hard work) is a bit of fine-tuning.

—Cindy Pernell, university supervisor,
UNC-Wilmington

An Excerpt from the Intern's Reflection Paper

I realized several things when I watched the video of me and Mrs. C. teaching. One thing that I saw was that I do not have a lot of control over my classroom. The children were talking while I was teaching. They were not hearing my instructions, so I had to repeat things several times. This was wasted time that could have been used for learning. When I watched Mrs. C., I saw a different classroom. The children were more attentive and were learning. I realized that I have a long way to go with teaching, and I need to work on behavior management in order to maintain a learning environment.

Reflective Self-Study Promoting Professional Growth for All Partners

Like the partnership teachers, the faculty of the Watson School must realize the need to reflect on where they are in their understanding of theory as it relates to practice in the partnership schools. Faculty in university program areas readily accept informal feedback from personnel in partnership schools that challenges them to examine closely the programs they are delivering. The result is an opportunity for faculty not only to grow and change as they examine their practices but also to share that process with personnel in the partner-

ship schools and become facilitators of the latter's growth as well. Self-study experiences result in win-win situations fostering the belief that professional growth is necessary for all partners in a relationship, university and school alike.

Willingness to Risk a Change in University/School Practice

Strong relationships between public schools and the Watson School develop as PD System staff and faculty listen to and reflect on public educators' concerns about teachers-in-training. An example of connection and mutual respect occurred in the 1999–2000 school year. Visiting with central office personnel in the southeast region of the state, PD System staff learned of their concerns about prospective teachers' preparation for teaching reading and writing, particularly phonics.

PD System staff met with the school of education's literacy faculty to discuss those concerns. The literacy faculty then interviewed members of the region's central office staffs, adding their insights and wishes to an extensive review of the literacy program already being conducted for the university by three national experts.

As a result, the school of education's literacy faculty developed a plan for improving practicum experiences in reading and language arts and presented it to the Curricular Studies department. Both public school and university partners appreciated the easy connection, the positive input, and the willingness to collaborate for the best learning for all.

Another example in 1999–2000 of the easy connection between the university and public schools occurred when a school-based curriculum leader who had graduated from UNC-Wilmington called a university faculty member to request help in reviewing her middle school's literacy program. A cross-department faculty team spent two days observing classes and meeting with school leaders and teachers to discuss best practices in literacy programming and teaching for middle schools.

Subsequently three teachers from the middle school decided to take a UNC-Wilmington graduate course, Literacy Programs and Practices, and, as part of the course, to design a change project for their school. Guiding change became the three teachers' work focus in the school for the semester in which they were enrolled in the graduate course. They were supported by continued consultation from the university faculty team.

The principal of the three teachers' school and the school curriculum leader led the way to

change in the school's literacy program. The changes in the literacy program were acknowledged greatly in the school's quest to obtain national recognition as a Blue Ribbon School. This middle school is continuing to focus on strong literacy-program practices that are learning centered and student centered.

It is a tribute to the school that its faculty and staff respected learning, wanted to seek new knowledge, and were willing to risk a change in practice. UNC-Wilmington faculty were happy to support and help guide the changes. When school and university faculties and organizations work together for strong teaching and learning, that is education at its best.

—Hathia Hayes, associate professor,
UNC-Wilmington

Closing the Gap Between Theory and Practice

The faculty of the Watson School's Social Studies Program values the wisdom of outstanding master teachers in informing design and delivery of university methods courses. In 1999–2000, for the fourth year in a row, four high school social studies teachers from the PD System joined me in planning and teaching Theory and Practice in Teaching Social Studies.

The four teachers reinforce the theories and the practices presented in the course. They thereby provide a more integrated program for university students and help close the gap between theory and practice that so frequently characterizes teacher preparation programs.

In addition, the teachers bring firsthand classroom experiences to the course, and they provide university students with a variety of approaches to assessing learning, managing the classroom, working with different learning styles, accommodating a diversity of learners, and other challenging program needs. Their involvement thus improves students' preparation for the internship.

The quality of the PD System partnership teachers with whom UNC-Wilmington places students for their field experience and internship also is crucial to their overall preparation. In addition to informing and improving design and delivery of methods courses for interns, the social studies partnership seeks to establish a cohesive social studies program in which the partnership teachers are knowledgeable about the goals and the objectives of the university methods course and are invested in the teacher preparation program.

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Although the social studies partnership involves only four teachers, I hope that they will serve as leaders of other social studies teachers in their schools. A different kind of leadership role already has emerged for one partnership teacher in this arrangement: UNC-Wilmington has hired her as a part-time instructor in the Social Studies Program, thus continuing to enhance collaborative thinking about social studies instruction.

—Robert Smith, associate professor,
UNC-Wilmington

Collaborative Professional Development

Understanding change is critical to the growth of all the PD System partners. Interns who recognize, value, and implement inquiry and collaborative professional development are likely to continue to do so after their internship. If the partnership is truly following a tenet of its mission—to build reflective decision makers—then it must provide interns with the context to become that kind of practitioner.

Teachers and Student Interns

East Duplin High School is engaged in a formal partnership with the Watson School that stresses the importance of the relationship between partnership teachers and their interns, and emphasizes the roles of classroom teachers and university faculty as professional decision makers. Several of the principles guiding this collaboration focus on closing the gap between theory and practice and supporting collaboration that combines, focuses, and uses the talents, the knowledge, the energies, and the resources of all the partners.

The foundation for developing interns as focused and committed teachers is collaboration between them and partnership teachers. PD System partners believe strongly that they can facilitate an intern's becoming an effective teacher by providing the intern with numerous opportunities to reflect on his or her growing knowledge and ability to teach. Learning to be reflective enables practitioners to deal with numerous variables and their interactions, and to become more skilled at decision making. Interns who are encouraged to be self-reflective and autonomous are more likely to become competent decision makers and therefore more effective practitioners.

A primary concern of interns is the mismatch that they perceive between the theory espoused by university faculty and the philosophy and practice of their partnership teachers. Learning-

centered supervision and collegial coaching practices among partnership teachers, interns, and university faculty provide a framework for negotiating understanding between the differing perspectives and developing workable solutions to problems arising from them.

As partnership teachers in the science department at East Duplin High, we perceived and welcomed collaboration as a learning experience but had some apprehension and questions about expectations. Through reflection and experience, however, we realized that many of our questions were natural ones and that our remaining anxieties would be assuaged as we interacted with our interns.

Before our PD System involvement and training, we perceived the teacher/student teacher interaction as a boss/employee type of association. In other words, the student teachers were there to learn and to do what we instructed them to do. After PD System training and involvement, we understood the relationship to be altogether different—innovative, congenial, and collegial. There is substance and worth in the relationship, and its primary focus is growth as an educator for all participants.

We think that partnership teachers should be nurturing, sensitive, and supportive. They also should be positive, enthusiastic, and committed to the teaching profession as well as to being partnership teachers. Further, they should exhibit confidence, flexibility, and professionalism. We view this collaborative supervision model used by the university as learning centered, with the partnership teacher assuming the roles of both coach and confidant.

Trust must be established from the very beginning of the teacher-intern relationship. As supervising teachers, we foster this trust by being available, by being open and honest, by being empathetic and active listeners, by making the relationship a priority, and by agreeing on common goals. For the relationship to be successful, the participants must have trust in themselves, trust in their partners, and trust in the learning and working environment.

What do we do to make the relationship work? We see the interns as fully participating elements of East Duplin High. We introduce our interns to both students and faculty, and we view them as professionals. This creates greater expectations for their performance and success, and they rise to those expectations. Also, we empathize with them, relating their internship to our own experience of having limited or no support as begin-



At a PDS partnerships-in-action conference, participants updated roles and responsibilities.

ning teachers. We collaborate with one another and with our interns. Further, we ask the interns for their ideas and suggestions, and we greatly value and appreciate their input. We think that we model effective practices by working toward common goals.

We have a realistic view about what we can accomplish as coaches. We provide a framework for negotiating between theory and practice. Also, we encourage experimentation. This model is beneficial to the interns and to us, and we all have expressed a high degree of satisfaction with it. Key to its success is support from the local school administration, the school system, and the university.

Even though we are veteran teachers, we still strive for personal and professional growth. Supervision has allowed us to understand how we teach and why we teach the way we do. We believe in the profession of teaching and are proud to be called educators. We want to share our enthusiasm and expertise with prospective and beginning teachers.

Is the relationship unique? Perhaps not, but it is exceptional because our situation allows the interns to make self-assessments and to take responsibility for their own teaching. We make it clear that we are coach/facilitators and that there is no accommodation for "cookie-cutter" teaching. Also, our interns often are willing to be very flexible about their schedules at the beginning of their practicum. They come to our classrooms on the workdays before the start of the semester, before they are required to begin

college classes. Thus they see the work involved in starting a new semester (comparable to a new school year). They also are present on the first day of class, involving themselves in orientation and introductory procedures. Students interact with and recognize the interns as one of their teachers from the beginning. Because of this early interaction, the interns do not face some of the problems traditionally faced by interns.

We believe that the teacher-intern relationship at East Duplin High is reproducible if all participants agree. Also, we believe that the relationship is successful because introductory meetings and school observations enable the interns and the prospective partnership teachers to form a working relationship built on trust.

In conclusion, our working model of collaboration produces new teachers who are independent thinkers, self-starters, risk takers, open-minded and flexible communicators, and collaborators, with innovative ideas and a solid knowledge of pedagogy.

—Laura Rumbley and Mary Sholar,
partnership teachers, East Duplin High School,
Duplin County Schools, and Laura Rogers,
associate professor, UNC-Wilmington

Interns' Effects on Student Learning and Teacher Growth

I serve as a partnership teacher for student interns from UNC-Wilmington and as a mentor for novice teachers. Working with prospective and new teachers to improve the profession has been a rewarding and enjoyable facet of my 20-year teaching career.

As a partnership teacher, I collaborate with the university supervisor and the student intern to create a meaningful learning experience for the latter. As the intern observes, questions, helps students one-on-one, and begins to develop lesson plans, I answer questions, provide feedback and resources, and assist in the intern's development of an educational philosophy. By the fourth week in my classroom, the intern is teaching one class under my direct supervision. By the sixth week, the intern has assumed all teaching responsibilities. Although I leave the room to enable the intern to experience total control of the classroom, I spend the majority of my time observing, collect-

ing evidence, and conferring with the intern. I use a collaborative peer-coaching model, which facilitates the personal and professional growth of both the intern and me.

I completed UNC-Wilmington's graduate-level courses to become a mentor and a partnership teacher because I was personally interested in supporting and improving the teaching profession. I had no idea that the involvement would affect my own career to the extent that it has. Answering the continuous "why" questions from interns has caused me to evaluate my rationale for the daily decisions I make in the classroom. I have discovered that some of the activities I have routinely used in my classroom were no longer assisting my students in reaching present goals and objectives. Forced to analyze my own practice in order to respond to the interns' questions, I have changed some of my methods and experimented with new ideas.

Not only am I exposed to varied ways of teaching, but also collaboratively we are able to discuss and create innovative strategies to meet the needs of my students. Student success is evident in daily progress, student projects, and end-of-grade test scores. My students have scored well above the state average, with 100% proficiency in all areas of mathematics. They have benefited from having the expertise and the ideas of two professionals in the classroom, and I feel rejuvenated and excited about the progress and the change occurring in education today.

—Debbie Lemon, *partnership teacher,*
Shallotte Middle School,
Brunswick County Schools

Frameworks Fostering Collaboration

The complexity of the PD system has demanded supporting structures or frameworks to sustain fluidity and promote continuity. The following vignettes highlight the efforts of the partnership during the past year to respond to targeted areas of change and to achieve the PD System's overarching goals. These areas address equity in learning for all partners and directions for continued success.

Organizational Structures Supporting Equity and Purpose

Collaborative Intern Placement Meetings

A critical structure that enhances collaboration is the on-site Intern Placement Meetings, created to ensure the best possible decisions about

internship placements. Responding to feedback from university and school partners that input is necessary from all partners in the placement process if equitable and meaningful placements are to occur, the school of education's field experience coordinator and the PD System director established a more collaborative framework for the placement process. In 1998 these two university representatives began traveling to each district to meet with its contact person, partnership school administrators, and site coordinators. The desired outcomes—improved communication of the issues related to internship placements and collaborative decisions regarding the best match of intern and partnership teacher—are more nearly realized using this framework. The site coordinators come to the meeting knowing the teaching styles and leadership skills of partnership teachers, and the interns have provided a written description of their philosophy of teaching and their learning styles. They also have written a narrative to their potential partnership teacher describing themselves personally and professionally, including experiences, interests, hobbies, and talents that would contribute to their internship. Some interns have previously participated in field experiences within the school and have an opportunity to complete a yearlong relationship with a teacher or in a building. All participants in the placement process have a better understanding of the uniqueness of the intern and are more able to discuss what will be most beneficial for both the intern and the partnership teacher.

During the fall and spring semesters of 1999–2000, more than 250 interns from the Curricular Studies department were placed in partnership sites using this process. Further refinements are under way, among them close consultation with faculty in all program areas, resulting in stronger alignment of academic goals and the PD System delivery mechanism.

Collaborative University-District Technology Meetings

In 1999–2000, as a follow-up to partners' recommendations from the previous year, the technology outreach coordinator and the PD System director held Collaborative University-District Technology Meetings in each district. These meetings centered on (1) ensuring better communication of common issues related to establishing technology-rich classroom environments for interns and (2) establishing closer alignment

of technology training efforts provided by the district and the PD System. The outcomes of the meetings were (1) establishment of a system of prior approval by school districts for PD System offerings of continuing education units in technology; (2) sending of lists of participants in PD System technology workshops to district staff development coordinators; (3) provision of follow-up activities for additional credits for teachers who attend PD System technology workshops; (4) assistance to teachers in integrating newly acquired technology skills into classroom curricula; (5) training in LEARN NC for the technology outreach coordinator to enable her to become a trainer and to complement the training already being conducted in PD System districts; and (6) regular communication with district-level technology and staff development coordinators to continue fostering collaborative partnerships and to coordinate training efforts. These outcomes have broadened the perspective originally intended for this role and created a network with the partnership districts that has enhanced the way in which both university and school system partners view technology.

Placement Fairs for Informed Decision Making about Clinical Experiences

A Placement Fair held each semester in the Watson School enables education students to learn more about the PD System's school district partners. Students have an opportunity to talk with district representatives before completing a request form that will be used by the field placement coordinator in making field placements.

The fair gives district representatives an opportunity to showcase unique learning experiences that university students might find interesting. Further, holding the fair in King Hall (the building in which the Watson School is located) gives faculty the opportunity to talk with school district representatives and learn more about partnership efforts.

—Patti Tyndall, site coordinator liaison,
and Diane Calhoun, PD System director,
UNC-Wilmington

Training Initiatives Focused on Standards-Based Learning

Professional standards provide benchmarks for teacher education programs and public school practice. All partners are accountable to one another, professional standards, and the public. The PD System provides ongoing opportunities

to gather and share with decision makers not only accountability data but also reports on the processes through which partnership personnel regularly solicit and share timely, targeted, and relevant information.

Accommodation of Standards-Based Learning in PD System Training

PD System personnel are acutely aware that teacher education is in the midst of an important paradigm shift, from assessing teachers' accomplishments to assessing students' learning. Knowledge and skill requirements for teachers are being linked to emerging standards for P-16 student learning, and performance standards for preservice teachers are being articulated by state legislatures, national subject-matter organizations (the National Council of Teachers of English, the National Council of Teachers of Mathematics, etc.), and national education agencies [the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Council for Accreditation of Teacher Education, etc.]. In North Carolina the University-School Teacher Education Partnerships and the Institution of Higher Education Report Card required by the Excellence in Schools Act emphasize the link between teacher education and student learning. Because of this emphasis on standards-based learning, the PD System has included several new components in its training for partners. Following are some examples.

PDS Intern Orientations

A training initiative for UNC-Wilmington interns is held at the beginning of each semester to orient them to the conceptual underpinnings of the PD System and to the collaborative approach that will be used throughout their semester-long internship. Discussion centers on the collegial relationship between the university supervisor, the intern, and the partnership teacher, all three having mutually interdependent roles in the development of quality educators. The notion that "it takes a whole school to raise a future educator" extends to the broader professional culture within a school and to the professional growth opportunities stemming from such relationships: Everyone in the school will become involved in providing support to the interns. Interns are prepared for their role in the model of supervision that has been adopted by the Watson School, which stresses the need for individualization. As part of their introduction to

learning-centered supervision, interns examine Howard Gardner's concept of multiple intelligences to enhance their understanding of the needs of diverse learners and of their own diverse learning styles.

Another important part of this orientation is making interns aware of their role as reflective decision makers and the ownership that they must take as both learners and teachers. Work during the orientation engages them in using the North Carolina Standard Course of Study and basing their assessments on achievement of its objectives. This helps prepare them for a required assessment project during the internship, in which they create a pre- and post-assessment of student learning, and document the results to inform further instruction. During the 1999-2000 academic year, more than 250 interns received this training.

Annual Conferences for Administrators and Lead Teachers

Without strong administrative support, many well-intended goals of the partnership would not be realized. This knowledge has led the partnership to create professional growth opportunities for partnership administrators and teachers who serve as site coordinators. One such opportunity that focuses on standards-based learning is a conference held each fall for more than 110 school site coordinators, school administrators, and university faculty.

Discussion at this year's conference centered on developing a quality environment for learning, and achieving success in exit and licensure procedures. University faculty updated participants on INTASC standards and the Technology Product of Learning, which the Watson School requires of students to demonstrate their mastery of the Advanced Technology Competencies.

In their feedback, conference participants stressed their need for professional growth in the areas of standards-based learning and assessment in order to provide critical coaching and support for interns. (In response, partnership conference sessions and site seminars during 2000-2001 will focus on these needs.) An important direction-setting implication arising from the conference was a need for all partners to recommit themselves to ensuring equitable opportunities for interns in the best-possible sites.

Semiannual Conferences for Partnership Teachers and University Supervisors

A conference is held each semester for more than 100 partnership teachers and university supervisors who are working with interns. The conference provides a rare opportunity for teachers to have extensive dialogue with colleagues across counties. Professional growth opportunities embedded in the internship make important connections to learning and teaching for preservice and inservice teachers. Guided by legislative direction that schools of education be accountable for student learning taking place during teacher internships, the Watson School began to look more closely at ways of measuring student learning during the practicum semester. Thus an important focus at these conferences has been (1) ways in which interns might demonstrate that their teaching during the practicum semester results in appropriate learning by students and (2) the role of the partnership teacher in assessment of student learning.

At the fall conference, teachers were informed about all the new INTASC standards, the Technology Product of Learning, and interns' required assessment project, and they discussed ways to facilitate interns' successful completion of these accountability requirements. The assessment project is a vehicle for helping interns and teachers practice giving and obtaining feedback about their effectiveness in fostering student progress.

At the second conference, held in the spring, partnership teachers, arts and science faculty, and university supervisors discussed program content components; interns' inquiry projects, designed with their partnership teachers to address an identified need in the classroom; and the need for thoughtful assessment of students' learning during the internship.

As a result of data collected from earlier assessment projects, PD System partners on the implementation team were able to refine the assessment process and suggest ways to present the modifications to involved partners. Subsequently the quality of interns' products was greatly enhanced. Among other improvements the products reflected a greater understanding of how to match assessment design to learning outcomes.

Further examination of the assessment process was begun in spring 2000 using professors of instructional design. Partnership personnel asked them to critique the process and recom-

mend ways in which the partnership might integrate instructional design concepts into the interns' assessment projects, thus helping link theory to practice. They improved the design of the process and the methods of communicating expectations to the intern, the partnership teacher, and the university supervisor.

—Diane Calboun, PD System director,
and Patti Tyndall, site coordinator
liaison, UNC-Wilmington

Partnership Evaluation

External Evaluation

In 1999–2000, Charles Coble of UNC-General Administration asked each university participating in the University-School Teacher Education Partnerships to host a site visit from a review team member. This person was to report to him on (1) the organization and management of the partnership, (2) its progress toward meeting its goals, (3) evidence of shared responsibilities and communication among partners, (4) research and/or evaluation results, and (5) lessons learned, barriers, and needs. Lynn Cornett of the Southern Regional Education Board was appointed to review UNC-Wilmington's PD System. All 35 Watson School faculty and 6 arts and science faculty who work closely with the PD System were invited to the daylong review session. Sixteen were able to attend. Cornett also spent a morning visiting a partnership school. Her report is published in UNC-General Administration's Spring 1999 *University-School Teacher Education Programs Site Visit Reports*, which was disseminated to all UNC system institutions. UNC-Wilmington's PD System was cited in that report as an exemplary partnership based on its systemic approach:

Since the partnership has a ten-year history, several lessons emerge that might be useful for other college or university campuses that are working on a comprehensive effort. First, and foremost, it is critical that the leadership within the college of education and the university support the notion of a system approach as opposed to a program approach. The strength of this partnership and the substantial change that has occurred are based on that attitude. (pp. 7–8)

Additional comments from Cornett's site visit report follow:

- *Grants, funded programs and internal resources within the university have been*

merged under the Professional Development System, therefore aligning efforts rather than supporting numerous independent efforts of faculty that are not connected or aligned to common goals. (p. 2)

- *The Partnership recognizes the school as the place where change occurs. It appears that significant changes have occurred in the preparation programs at UNCW focused primarily on the involvement of all faculty in working in the schools, and joint work with school persons on research topics and content of courses taught in the School of Education. (p. 3)*

- *Interviews with faculty indicated that they felt there had been a considerable change in attitude and communication between schools and the university faculty. They reported that PDS has "opened up classroom doors" and the trust developed through the partnership has allowed continuing conversations on a variety of issues not only among faculty at the university but between school and university personnel. The continued challenge in communication, according to faculty, is how to reach parents. (p. 6)*

- *PDS has generated evidence concerning the progress of PDS and focused on research initiatives within the Professional Development System. Both faculty and teachers [have been] engaged in research with the school system. Additional data and follow-up on interns are needed. (p. 7)*

- *Teachers and administrators in the schools now feel they have opportunity to influence the content of teacher preparation. An extensive survey of school persons was recently completed with a response rate of around 80 percent, indicating from the faculty researchers' point of view that the teachers are saying the university is "now listening to us." (p. 7)*

Cornett also referred to UNC-Wilmington's PD System in *Getting Beyond Talk: State Leadership Needed to Improve Teacher Quality* (a monograph in the Educational Benchmarks 2000 series, Atlanta, GA: Southern Regional Education Board, Dec. 1999). She stated, "The implementation of partnerships has been uneven, but some universities, such as the University of North Carolina at Wilmington, have made clear changes in how they work with schools and how teachers are prepared" (p. 6).

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The site visit report highlighted many of the ways in which the partnership is making a difference in teacher preparation and the impact it is having on partnership schools. It also challenged the partnership to look closely at opportunities to make itself even stronger.

Ongoing Data Collection for Accountability and Quality Assurance

Another vehicle for evaluating the impact of the partnership is examination of the learning of students in the classrooms where interns are placed. It is imperative that interns be held accountable for the impact they have on the learning of their students. To help accomplish this, interns are expected to complete an INTASC project that is similar to what an initially licensed teacher completes in the first years of teaching. The interns complete assigned activities from North Carolina's performance-based licensure handbook, requiring them to demonstrate their attainment of eight INTASC standards. They must collect data as evidence that they have met the standards, add a caption to each piece of evidence, and reflect on the attainment of each standard.

Interns share their products in small groups at the end of the semester and receive feedback from their instructor and peers. This process allows important dialogue that continues to inform their thinking about assessment of student learning and the impact of teacher instruction on that learning. Part of the projects is a data-collection assignment, which involves the intern's collecting before and after data on student learning during the internship and documenting how the data influence further instruction.

Throughout the semester, partnership teachers assist interns and support their growth in these critical skills. Products are collected and then studied and evaluated to help partnership personnel determine what areas need attention in assessment of student learning.

Lessons Learned/Next Steps and Future Aspirations

Equity is the embodiment of partnership. Authentic learning communities provide for and require of each partner an equal opportunity to participate in all aspects of collaboration, learning and teaching, accountability, and reflection. Barriers to equity in partnerships often are hard to recognize, masquerading as traditionally approved practice. As the PD System moves into its next phase, partners are focusing on how to implement seamlessly the ideas of collaboration and equity that define true partnerships.

PD System partners also recognize that teacher education programs have expanded their focus beyond delivery of course work in teacher preparation to become more intensely linked with P-12 schools. As schools of education and school systems become more immersed in each other's successes, challenges, and difficulties, they must collaboratively examine and respond to the state of the profession, from preservice education through career-long development.

It is no longer enough for the partnership to look only at what it does. It also must examine what it could do. Opportunities to delve into sensitive and challenging areas are becoming a reality. As these critical areas are identified, the development of complex, systemic, and dynamic solutions will become the challenge for all partners.

Profile of USTEP Based at UNC–Wilmington

SCHOOLS

Number of school districts involved in partnership	11		
Number and types of schools (overall) across participating districts	—		
Student enrollment (overall) across participating districts	88,958		
Racial and ethnic makeup of student body across participating districts:*			
WHITE	BLACK	HISPANIC	OTHER
62.1%	32.3%	3.6%	1.8%
Number and types of schools involved in partnership:			
ELEMENTARY	MIDDLE	SECONDARY	OTHER
44	14	14	—
Student enrollment in schools involved in partnership	88,958		
Racial and ethnic makeup of student body in partnership schools	—		
Percentage of students on free or subsidized lunch program in partnership schools	—		
Number of teachers (overall) in partnership schools	—		
Number of teachers in partnership schools involved in partnership activities	1,205		
Number of cooperating/clinical teachers in partnership schools	—		
Number of nationally certified teachers in partnership schools	148		
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?	—		

UNIVERSITIES

Number of education faculty (overall):	
Full-time 37, Part-time 36, Other 5	
Number of education faculty involved in partnership:	
Full-time 37, Part-time 36	
Number of arts and science faculty involved in partnership	5
Number of students preparing to teach (prospective teachers):	
Undergraduate 1,000, Graduate 148	
Percentage of prospective teachers (total of undergraduate and graduate) by level	—
Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years	—
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	—
Number and level of graduates over last three years who have completed teacher education program	300 (average)
Percentage of graduates employed in teaching	—
Degrees offered that lead to certification	—

— = no answer

*These are the average percentages across 9 districts. No figures were given for the Camp Lejeune Schools.



Western Carolina University

in partnership with Asheville City, Cherokee Central, Cherokee County, Haywood County, Jackson County, Macon County, Swain County, and Transylvania County Schools

The University-School Teacher Education Partnership based at Western Carolina University (WCU) expanded this past year in two significant ways. First, the Elementary, Middle Grades, and Special Education programs made the yearlong internship mandatory for their students. Second, the number of schools and school systems hosting partnership interns increased from 9 schools in 5 systems, to 18 schools in 8 systems. Additional schools in the region participated in the partnership through action research, induction, and professional development activities. These changes indicate the extent to which the partnership has become an even greater part of the teacher preparation program. It influences almost every aspect of the university-school endeavor to enhance the achievement of public school students in the region.

fortunate enough to watch my cooperating teacher slip into these roles with each of her classes. I have watched how she handles various situations and how she interacts with the students.

I am continuously growing and learning through my daily experiences at Tuscola High. I feel more comfortable in the classroom because of my cooperating teacher's support and her willingness to allow me to experience working with the students in the classroom. The internship has helped me affirm that this is definitely what I want to do for the rest of my life.

The internship is well worth the time, and I consider it to be an excellent decision for anyone who may consider teaching as a career.

—Whitney Wiggins, intern, Tuscola High School, Haywood County Schools

Vignettes

Another way to represent the partnership's impact on the university and the schools in the region is to let participants in the partnership tell their stories. All the stories that follow are from educators in the field: interns, teachers, and a university supervisor. Although the partnership is very involved in the induction of new teachers and the professional development of educators, much of its focus during the first three years has been on developing and implementing the yearlong internship. Most of the stories reflect that emphasis.

The Internship from Two Interns' Perspectives

When I first started my internship, I had no idea what to expect. I was anxious, excited, nervous, and just about any other emotion you can possibly imagine. I have learned more about teaching in the past month than I have probably learned in my entire schooling career. Most important, I have realized that teachers play many different roles in students' lives—nurses, mentors, counselors, coaches, artists, musicians, and much more. Also, their students expect them to be all-knowing. Until my experience at Tuscola High School, I never thought about the many roles teachers slip into on a daily basis. I have been

I am currently a first-year teacher of third graders. I spent last year working as a teacher without the benefit of a salary. That was called an internship. On reflection I would say that my training took place before the internship but the internship provided a time for fine-tuning. I feel very fortunate to have been able to experience the internship program and all the support it entailed. If I had to do it over again, I would leap at the opportunity and encourage others to do the same.

My reason for choosing the internship (which was optional at the time) was that I wanted to know what happened behind the scenes. I wanted to experience the paperwork, meetings, parent conferences, celebrations, field trips, and planning so that those parts of the teaching profession would not take me by surprise during my first year.

The lessons I learned were invaluable. I learned how to plan for a year, instead of simply for one lesson or unit. I learned how to look at the curriculum from the aspects of long-term planning and integration. I also learned how to manage my time better and make things more efficient. I worked with teachers, parents, and administrators to improve the entire system. I was able to apply the techniques and the theories I had learned in college. But most important, I learned

how to constantly reflect on methods and practices and feel completely at ease about modifying and changing things midstream.

My host teacher and I became very close through this experience together. We made a successful and energetic team. We balanced each other well and managed to help the students with our differing expertise. I was able to help her by bringing in new ideas. She helped me by allowing me to try those ideas and by giving me the practical tips that made them work.

I have been very successful so far in my career, and I attribute much of that to the partnership. I had impeccable training throughout the time I spent in the education program at WCU. That time prepared me for the internship. Once in the internship, I had a lot of support and encouragement from my supervisor, my host teacher and school, the partnership coordinator, the university administration, and the program faculty. I continue to receive support and wisdom from all those people. I do not feel like a novice teacher, and I am continually hearing that I don't seem like a novice. It surprised most of the staff and parents at my school to find out that I was, and I give credit to those who trained me. I advertise daily for this program and the benefits it allows teachers. It gives us the freedom to walk into our first classroom without fear and trepidation.

—*Lara Ernest, third-grade teacher,
Jonathan Valley Elementary School,
Haywood County Schools*

The Internship from Two Cooperating Teachers' Perspectives

I was very pleased with the opening of school this year and with the fact that my intern, Heather Nelson, was able to see the process involved. We managed to stay busy every workday because we had to prepare for our class. In fact, it was good for Heather to realize that one can be ready and well prepared but always think of more to do.

Heather helped label books and create nametags and folders for each student. She also helped compile all sorts of forms and information to be sent to parents. We spent the first few days assessing as much as we could so that we would know the strengths and abilities of each child. She did a great job with this process.

We have done a lot of talking about individual expectations for students and providing for the learning styles and differences of each child. Heather helped start groups of students in reading, math, and spelling. She began to work with

the children gradually by reading short stories having to do with character-building qualities, which we were trying to stress in our classroom. She helped write our classroom "pledge," in which students promise to take care of and respect one another.

Together we have gone over the expectations of a first-semester intern so that we both understand them. We decided to try to stay ahead of due dates on projects rather than to cut the dates and times too closely. We are off to a good start. We have an open line of communication, and that is the most important part of such a close working relationship!

—*Penny Graham, second-grade teacher,
Cullowhee Valley School,
Jackson County Schools*

Helping prepare students to enter the teaching profession has been one of the most rewarding experiences that I have had in the 22 years I have taught in the public schools. I have been a clinical faculty member [a master teacher who co-teaches university courses] for the university for eight years, and I enjoy having close contact with the university faculty and being able to see the bigger picture. I have a professional relationship with university faculty and staff, which allows me to call on them for professional support and for them to do the same with me.

Working closely with student teachers and interns has helped keep me motivated to improve continuously as a master teacher, as well as to try new ideas. The excitement shown by the student teachers and interns is contagious.

I feel that the internship has an advantage over traditional student teaching in that there is a greater sense of community within the classroom when all teachers are on board from the first day. Children view the interns more as a teacher than as a visitor. One intern said, "I am seen as a teacher now, not just as someone who is coming in to try and teach them in the middle of the year." Another said, "I had never seen the first day of school, and I really am glad that I did." Statements like these let me know that the internship is extremely valuable. After all, aren't we in the business of graduating the most capable, experienced university students, prepared to provide the best learning environment for future generations?

—*Pat Proffitt, second-grade teacher,
Smokey Mountain Elementary,
Jackson County Schools*

The Internship from the Perspectives of a Special Education Teacher and Her Intern

As an intern, one can see how the classroom is created, how schedules are juggled, and how the community bond is formed. Much of the groundwork for a successful year happens during the weeks just before and just after school begins, and this is a time when traditional student teachers are absent. The intern plays a role in early decisions and is seen simply as another adult who will be teaching in the classroom.

While the student teacher must rush to complete the requirements of the university and transition into the role of primary educator and authority, the intern has two semesters to become familiar with students' needs and abilities, work with them one-on-one and in small groups, and get the feel of whole-class instruction. The intern uses the first semester as a testing ground so that during the second semester he or she can accelerate into the role of independent teacher with ease and have much more experience with full-time planning. The discipline policy is not outside the teacher-in-training's realm; the intern is included in the discipline policy and asserts authority. This prevents discipline problems later when the intern pushes for more independence. The intern knows the children's learning styles and needs, and that permits more informed instruction and more knowledgeable assessment of the growth of all the children.

The role of the inclusion teacher and the intern as a team is unique. Team-teaching in five regular classrooms requires both the cooperating teacher and the intern to adapt to various environments and serve the children who are identified as having exceptional needs every day in the regular classroom. The cooperating teacher and the intern are not simply assistants who pull out the exceptional children or grade papers in the back of the regular classroom. They actively teach and work with all the children in grades 3–8. The exceptional children are not separated from their peers. Many times the cooperating teacher and the intern are involved with whole-group direct instruction. When small groups are formed, all the children are evenly distributed among the cooperating teacher, the intern, and the regular classroom teacher. The inclusion of children who in earlier times would have been in a pull-out program changes the children's self-image and helps them achieve with the same materials that peers use.

In summary, the children benefit from both the intern's stable presence and the modifications

that the team brings to the regular classroom teachers and children. The children also benefit from the pooling of three separate knowledge bases.

—Terri Hollifield, *special education teacher,*
and Kelly Lynn Voss, *elementary*
and *special education intern, Fairview*
Elementary School, Jackson County Schools

The Internship from a Cooperating Teacher's and a University Supervisor's Perspective

Having been a public school teacher for 30 years, I have developed a personal interest in WCU's teacher preparation program and in the students who aspire to become teachers. My involvement has been as a cooperating teacher for students in the traditional student-teaching program and students in the current internship program. I have had the opportunity to evaluate the effectiveness of both programs. Each has its particular set of expectations and benefits, but I think that the yearlong internship is especially effective in meeting the goals of all who are directly involved.

For a cooperating teacher, the benefits of working with an intern for an entire school year are many. The internship program places the intern with the teacher at the beginning of the school year to assist him or her with such responsibilities as room preparation, student registration, class scheduling, instructional grouping, and parental contact. The traditional student-teaching program does not allow the participant these early contacts or experiences. During the first semester, the intern shares a portion of the teaching responsibilities with the cooperating teacher and assists him or her with all the responsibilities connected to the classroom. In return, the cooperating teacher becomes the student's main role model, or mentor, and bridges the gap between the student's learning in university course work and its practical application to classroom instruction. This aspect of the internship is very beneficial in that the intern has the opportunity to view the instructional program as a sequentially based program of skills and knowledge.

My continuing interest in WCU's teacher education program helped me gain employment in a second role after retiring from the public schools—that of university supervisor of both traditional student teachers and interns. From this perspective I am convinced that the advantages of the yearlong internship program outweigh those of the traditional program. The



Cody Nations, left, Matthew Leonard, and Shawna Allman created a model of the Titanic after reading a book about the ship for Joyce Dyer's second-grade class.

intern has the opportunity to work with the same classroom mentor over a longer period and thus to develop the skills necessary for today's classroom challenges. The supervisor facilitates the fulfillment of university expectations and requirements in a cooperative effort. In addition, the supervisor observes the intern in a variety of situations throughout the school year; the traditional student teacher does not experience some of these situations. This added period of guidance and assistance enhances the students' prospects of becoming effective classroom teachers.

—*Beverly Williams, former cooperating teacher, Fairview Elementary School, Jackson County Schools, and university supervisor, WCU*

Action Research from a Physical Education Teacher's Perspective

I found the partnership's action-research grant program attractive because it allowed us to purchase heart-rate monitors for our students to use. I doubt that we would have had an opportunity to buy the monitors otherwise. I thought that adding a technology element to our physical education program was important and that allowing students to monitor their own heart rates using the monitors was a very tangible way to demonstrate the effects of exercise. Research has shown that North Carolina adults and school-age children are less active and more obese than their counterparts in other parts of the country. Heart disease and illnesses associated with inactivity are the number one killers of North Carolinians. On the basis of that information, I thought that monitoring exercise intensity was an important concept and skill for students to master. I wanted to investigate whether

wearing heart-rate monitors would serve as a motivator for students' performance in fitness activities, particularly in running the mile. We found that, for the majority of students, it did.

For the project we randomly selected 10 students to wear a heart-rate monitor during each of their monthly mile runs. We then compared their mile times with their own previous times and with the times of students not wearing monitors. We found that students ran the mile faster when they wore the monitors. Our conclusion was that heart-rate monitors do serve as motivators for students' (sixth graders') performance in the mile run.

In the course of the study, we also learned about the administration and the management involved in using heart-rate monitors. Students must be trained in how to put on the monitors and which buttons to push.

I think that the project improved our teaching methods. Even the pre- and post-tests turned out to be teaching and learning tools. Before we acquired the monitors, we were using overheads, bulletin boards, and minilectures.

Our findings have caused us to be even more enthusiastic about using the monitors as motivators and instructional tools. We still must work out a better management program, but once we have done that, we will be able to use the monitors more and more.

—*Dennis Proffit, physical education teacher, Fairview Elementary School, Jackson County Schools*

Induction of Novice Teachers, from a Master Teacher's Perspective

Since summer 1996, WCU has annually sponsored a weeklong Summer Institute for Beginning Teachers. The institute targets teachers who have just completed their first or second year of teaching. Before the institute, using the Beginning Teacher's Individualized Growth Plan (IGP), principals and novice teachers jointly identify the standard(s) of INTASC (the Interstate New Teacher Assessment and Support Consortium) on which they will focus during the coming year. Second-year teachers may choose instead to develop unit plans for their performance-based licensure product. Using the teachers' goals, the institute's codirectors plan the institute, individually tailoring it to meet the needs of each novice teacher. Novices are

paired with mentors who teach in the same content area or grade level but are not employed in the same county. This allows the mentors to focus on the professional needs of the novice without regard to personalities or politics. During the week the novices visit the classrooms of their mentors, developing strategies and activities for the coming year as well as discussing curricular and testing demands, scheduling options, pacing guides, and the like. Mentors suggest two professional titles for their novice teachers, which are purchased by the institute. These books become resources for the novices to use in meeting the INTASC standard(s) or developing the unit plan.

This year during the institute, participants attended the WCU Inquiry Conference, sponsored by the College of Education and Allied Professions, the Center for Math and Science Education, and the partnership. The conference featured as keynote speakers Heidi Mills and Tim O'Keefe, two of the nation's most recognized authors on and practitioners of inquiry-based instruction. Inquiry-based teaching encourages (1) fostering the sense of wonder in learning that children bring to school, preparing children academically and socially to take personal responsibility for their own learning while making valuable contributions to the learning community, and (2) teaching responsively so that all children's needs and interests are recognized and valued. Titles of other workshops at the conference were Gardner's Theory of Multiple Intelligences, Performance-Based Licensure, and Teaching Diverse Populations.

Beginning in the fall, mentors and novices exchange reflective journals twice a month via E-mail. In September each novice again visits the classroom of his or her mentor, and in October the mentor spends a day in the classroom of the novice. During these visits the two share ideas, concerns, and resources that will help the novice meet his or her professional goals for the year. In November, all novices and mentors meet again as a group for sharing and celebrating.

In a 1986 study by Sandra Odell (*Journal of Teacher Education*, vol. 37, no. 1), first- and second-year teachers most frequently requested assistance collecting and locating teaching resources, materials, or strategies. The Summer Institute for Beginning Teachers provides novice teachers in western North Carolina with precious time for meeting these needs, with professional books to strengthen their content and/or



Student interns, like Brooke Simson from WCU, start out working with small groups of students and eventually lead the whole class.

methodology base, and with a network of master teachers to provide further support and prepare them for the complex and demanding roles expected of educators.

—Janice Holt, master teacher
(teacher-in-residence), WCU

Lessons Learned: Accounts from a Principal and Two Teachers

Swain County East Elementary School has been a component of the partnership since its inception. The staff at East Elementary has been very involved in the partnership's development. As the principal of East Elementary, I not only supervise interns but also serve on the partnership advisory board.

From a principal's point of view, I have been very impressed with the change from conventional student teaching to a yearlong internship. The partnership has made it possible for interns to experience the school year from the beginning through the end. Interns are able to develop relations with staff, supervising teachers, students, and parents that were not possible with conventional student teaching. Having another "teacher" (the intern) in the classroom for a full year not only reduces student-teacher ratios but provides teachers with the opportunity to give students more attention than they could alone. This program definitely improves instructional effectiveness and student achievement.

Cooperating teachers not only benefit from the interns' hands-on teaching but have been able to participate in staff development activities offered by the partnership and to apply for technology grants and action-research grants. Several grants have been awarded to East Elementary. Pat Tagliarini used an action-research grant to

develop a take-home reading program for first-grade students. Jason Dunford was awarded an action-research grant to purchase Alpha Smarts (portable word processors) in order to encourage students to develop writing skills. A large technology grant allowed East Elementary to purchase four complete computer systems. Several cooperating teachers have been able to purchase supplies and instructional materials for their classrooms with small instructional-support grants from the partnership.

The partnership allows the participating school to be more involved with the teacher education program and with the selection of interns. In the past, conventional student teachers were placed in cooperating schools by the central office of the system, on recommendation of the university. With the internship program, prospective interns and cooperating teachers meet and are able to request placement of interns on the basis of interviews and other background information. WCU's director of field experiences uses that information to request placements from the partnership school systems. Cooperation between the university and the school has played a large role in the organizations' developing a much closer relationship. The staff at East Elementary feels very comfortable discussing issues, problems, and so forth with the staff at the university. It also is evident that the staff at WCU feels comfortable bringing issues to the school.

The goals of the university and those of the local school are very aligned. Both organizations want students to be comfortable, to have good experiences, to have high expectations, and to be successful. The staff at East Elementary believes that the partnership with WCU helps reach these goals.

I think that the partnership is an indispensable component of the WCU teacher education program and the instructional program at East Elementary. It is vital to these organizations and their futures that the partnership continue.

—Lambert Wilson, principal, Swain County East Elementary School, Swain County Schools

My story begins with a shared vision: a school-university partnership, a partnership of equals between Fairview School and WCU. The heart of this vision was the decision to create a year-long internship for preservice teachers. A partnership committee from Fairview and WCU, of which I was a member, devoted school year 1995-96 to working out the details of the intern-

ship. We relied heavily on research focusing on the retention of novice teachers, specifically a study by the Public School Forum, which found that realistic preparation for the classroom was the chief factor in preservice and novice teachers' commitment to teaching and their plans to remain in the field. Realistic preparation became the central focus of our plan. The partnership committee agreed that interns and cooperating teachers would operate on the same calendar—the public school calendar, not the university calendar. Interns would then have the opportunity to experience the opening and the closing of school, participate in the administration of mandated testing, and watch the physical, social, emotional, and intellectual changes in a group of students over an entire year.

The impact on student learning and the benefits of the school-university partnership are many. The program provides vital resources that enrich the learning environment for children, in the form of additional materials, inservice training, and university support.

But the irreplaceable yearlong experience for preservice teachers has the greatest impact. I remember when Kathleen, my first intern, arrived at Fairview in early August 1996. Together we set up our classroom, planned for the upcoming year, and attended meetings, meetings, and more meetings. We stood together on the first day of school greeting students and parents. She was there for Hepatitis B shots, early dismissal for snow, and proctoring of end-of-grade tests. She even returned to finish the year after she had graduated from WCU. Because she was there for the entire school year, in the eyes of our students, Kathleen was a real teacher, not a student teacher.

It is no wonder that interns leave this program realistically prepared, confident, and eager to begin professional careers in their own classrooms. They also find themselves in the enviable position of deciding which job to take, since they are actively recruited by systems throughout the state.

Cooperating teachers like me grow professionally from the relationships developed with interns and university faculty. Interns bring with them fresh ideas and new ways of thinking about teaching and learning. Together we try new strategies, exchange ideas, celebrate successes, and grow as professionals.

In the course of a school year, the lines between lead teacher and intern often diffuse, and it

becomes impossible to determine who is leading and who is following, who is veteran and who is novice. Two years ago my intern Dwayne and I decided to explore inquiry-based teaching in our math/science classes. We were encouraged and supported by WCU professor Rick DuVall as we investigated and implemented this teaching strategy. Little by little, we created an environment of risk-taking and trust, and we became true colleagues.

Public school children also benefit from the school-university partnership. Teachers often work alone with a class. Having a second professional in the room brings the benefit of another person thinking about and interacting with students. Using the team-teaching model reduces the chances that some needs of students will be overlooked. My intern and I are able to confer with individuals or small groups on a regular basis. We make ourselves available to counsel and advise students on a wide range of issues, from academic progress to peer relationships to extracurricular opportunities. Working with students in this manner supports not only their learning but also their development as responsible members of society. They also benefit from the relationships they develop with these young professionals.

Teaching is so complex: Experienced teachers design curriculum, engage children in meaningful learning experiences, manage the logistics of a classroom, mediate disputes, and attend to the needs of 20–30 individuals—all simultaneously. It takes time and practice to develop both the deep understanding and the split-second responses that are necessary to masterful teaching. Preservice and beginning teachers need to think through every activity or decision methodically so that they do not miss crucial steps. The strength of the internship program is that it gives these young professionals an opportunity to learn and grow over an entire school year—slowly, often by taking small steps, one at a time, while being supported and nurtured by the cooperating teacher, other public school personnel, and university faculty. By May they are indeed ready for a classroom of their own.

—Janice Holt, middle-grades teacher, Fairview Elementary School, Jackson County Schools
(currently teacher-in-residence at WCU)

The dynamics of the teaching profession are complex and intricate. Many excellent teachers leave the profession after only a few years. Because of my contact with the faculty and students of WCU, I have been able to maintain my enthusiasm and love for the profession. WCU has enabled me to do this by providing opportunities for staff development, assistance from well-trained preservice teachers, and additional funding for my classroom. For five years I have hosted a number of WCU education students at Cullowhee Valley School and also have served as a faculty member in WCU's Model Clinical Teaching Program.

It is a pleasure to have WCU students in the classroom. They provide direct assistance to my students and improve student achievement. They serve as a source of innovative ideas and enthusiasm, and they assist me in expanding my repertoire of teaching skills, especially in technology. Having graduated from college 25 years ago, I would not be familiar with techniques such as electronic portfolios, presentation software, literature circles, Socratic teaching, and classroom meetings were it not for the college students who are assigned to my classroom. The contact with these students is stimulating and consistently rewarding for my eighth graders and me.

I have additional exposure to new ideas as part of the Model Clinical Teaching Program. I team-teach a methods class with a WCU faculty member, Beth Manring, and the research required to do so constantly expands my knowledge of today's child and recent innovations in our field. Beth is an exciting professional who is very active in a variety of professional organizations. I learn as much from her as the students in our middle-grades methods class do. It is exciting to be able to implement new ideas in my eighth-grade classroom and to share the experience with college students. Integrating fresh ideas keeps me stimulated and enthusiastic about teaching. My middle graders, especially those with nontraditional learning styles, enjoy the varied activities that I have learned through the Model Clinical Teaching experience.

Gloria Houston, nationally known author and author-in-residence in the Department of Elementary and Middle Grades Education at WCU, has made significant contributions to the growth of Cullowhee Valley's eighth-grade students. She has conducted workshops for them on organizational skills and study techniques. She also has

met with some of the gifted students and held inspiring writing seminars with them after school. Many of these students have continued their contact with her over the summer. It is wonderful to be able to offer our students direct exposure to such talented people.

I also am enthusiastic about the changes I see being implemented in the teacher education program at WCU. The movement to a yearlong internship will certainly produce more qualified graduates. The intern currently assigned to my classroom is highly competent and has been well prepared to enter the teaching profession. Coming three days a week this first semester, she is a welcome resource in the classroom. Certainly the exposure that she is getting to our students now will make her transition to the second semester of her internship smooth and successful.

In conclusion, our school's partnership with WCU has been beneficial both to my students and to my continued growth as a professional. Additional funding, staff development, and additional assistance in the classroom have provided stimulating opportunities to enhance classroom activities and student achievement. I am well aware that the university benefits from its partnership with our school, but I also am very enthusiastic about the wonderful impact the partnership has had on the students and the faculty of Cullowhee Valley.

—Leslie Dougherty, middle-grades teacher,
Cullowhee Valley School,
Jackson County Schools

Impediments

As the partnership continues to become an integral part of the teacher education program at WCU, the hindrances are few but significant. The major ones are geographic location and the region's lack of adequate bandwidth. WCU is located in a rural, mountainous region that is sparsely populated. The public schools are small, and distances between schools and the university sometimes extend beyond 70 miles of two-lane mountainous roads. Travel in such circumstances is difficult for interns and university supervisors, particularly in adverse weather. There is a need for additional tenure-track faculty to supervise the large number of interns who are placed some distance from the university. These new faculty positions also are needed because the expansion of the partnership requires significant involvement with a larger number of schools.

Distances and difficult road access also make it more challenging to gather partnership teachers and administrators for activities such as professional development and governance meetings. Increased bandwidth in the region would help address some of the issues that distance and mountainous terrain pose by increasing electronic communication options such as E-mail, video conferencing, Web access, and remote supervision using streaming video. Because participation in the partnership by faculty across campus, and by teachers in partnership schools, is hindered by distance and by the increased load of supervising more interns, supporting more beginning teachers, and providing more professional development, incentives have proven useful when available. Travel funds for faculty, reduced classloads because of clinical supervision, substitute pay and instructional materials for teachers, and technology resources for schools are needed to provide incentives for partnership activities to be maintained, broadened, and intensified.

Next Steps and Future Aspirations

As one next step, the partnership has agreed to revise its governance structure to allow for more efficient participation by all stakeholders. A committee composed of partnership stakeholders was formed to propose a new governance structure, and its proposal is currently being reviewed.

Also, the partnership is continuing to explore ways to integrate its activities with other teacher education initiatives (Coach²Coach, Incentive, etc.) and other professional development organizations (the North Carolina Center for the Advancement of Teaching, Western Region Education Service Alliance, etc.), in order to emphasize diversity (e.g., closing the achievement gap) and to expand the internship in the secondary school teaching areas.

In 2000–2001 the partnership will begin to focus more extensively on induction and on service to career teachers. For example, it will place more emphasis on action research. Also, it will refine procedures related to the yearlong internship. Further, it will examine the involvement of the school counseling, school psychology, and administration programs, and the effects of such involvement.

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Summary

The partnership continues to change, grow, and thrive. More schools have joined the partnership, the partnership is actively involved in professional development and induction, and more students are completing the yearlong internship. This report has been in the voice of those in the field, who have commented on the partnership's effects on the quality of teacher preparation and, more important, on instruction and student performance. One of the major lessons learned in the WCU experience has been that the partnership relies on personal connections and the strengths of all stakeholders. Partnership funds provide the wherewithal to develop those connections.

Profile of USTEP Based at WCU

SCHOOLS				
Number of school districts involved in partnership	8			
Number and types of schools (overall) across participating districts	—			
Student enrollment (overall) across participating districts	—			
Racial and ethnic makeup of student body across participating districts	—			
Number and types of schools involved in partnership:*				
	ELEMENTARY	MIDDLE	SECONDARY	OTHER
	10	1	4	3
Student enrollment in schools involved in partnership	11, 019			
Racial and ethnic makeup of student body in partnership schools	—			
Percentage of students on free or subsidized lunch program in partnership schools	—			
Number of teachers (overall) in partnership schools	—			
Number of teachers in partnership schools involved in partnership activities	779			
Number of cooperating/clinical teachers in partnership schools	179			
Number of nationally certified teachers in partnership schools	5			
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?	—			
UNIVERSITIES				
Number of education faculty (overall):	Full-time 35, Part-time 33			
Number of education faculty involved in partnership:	Full-time 35, Part-time 33			
Number of arts and science faculty involved in partnership:	Full-time 12, Part-time 0			
Number of students preparing to teach (prospective teachers)	—			
Percentage of prospective teachers (total of undergraduate and graduate) by level	—			
Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years	—			
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	—			
Number and level of graduates over last three years who have completed teacher education program:				
	ELEMENTARY	MIDDLE	SECONDARY	OTHER % MINORITY
	58	8	23	47 6%
Percentage of graduates employed in teaching	—			
Degrees offered that lead to certification	—			

— = no answer

*The number of schools involved in the partnership reflects the number of schools with interns. Other schools participate in the partnership in other ways, such as induction, action research, and professional development.

Winston-Salem State University

in partnership with Winston-Salem/Forsyth County Schools



During its third year, the University-School Teacher Education Partnership based at Winston-Salem State University (WSSU), called the Coalition for Educational Leadership and Learning +, has had a major impact on teacher education in a number of ways:

- WSSU has collaborated with the Winston-Salem/Forsyth County Schools on six proposals: one on 21st century schools, one on school reform for teaching science and mathematics, one to prepare middle school students for college, one on training teachers to use technology, and two on closing the achievement gap. The technology proposal has been funded for \$487,284 over a three-year period, and the two achievement-gap proposals have been funded for \$55,000.
- Through the partnership, WSSU is building working relationships not only with the public schools but also with the Chamber of Commerce, the Forsyth County Library, the Forsyth Early Childhood Education partnership, Wake Forest Medical School, and the local faith community (religious leaders of Forsyth County).
- Partnership personnel are changing how they think about addressing the challenges to teacher education.
- Administrators and faculty from the schools are working with university faculty on development and revision of curriculum and programs.
- The emphasis on clinical experience has been integrated into all of WSSU's programs. Clinical experiences now begin in the sophomore year and culminate in the senior year in a yearlong student-teaching experience.
- WSSU has found partners in the public schools who support its historical mission to prepare teachers to educate all students effectively.
- The partnership has caused university faculty and administrators to rethink operational definitions of scholarship and how the university rewards merit.

In summary, the partnership has changed how faculty and administrators in the university and

K-12 schools think about and implement teacher education at WSSU.

Vignettes

This medium does not enable the partnership to show its depth and texture, but the following descriptions may give an idea of what the partnership is doing and, more important, how it works.

Attempts to Secure Outside Funding

The partnership's plan is closely aligned with the university's strategic plan, one goal of which is to work collaboratively with the public schools to obtain external funding. In 1999-2000 the Winston-Salem/Forsyth County Schools was the lead institution on two collaborative proposals, and WSSU the lead institution on four.

The school system submitted a proposal to the 21st Century Schools program of the U.S. Department of Education and a proposal to the National Science Foundation for comprehensive school reform for teaching science and mathematics. Neither was funded.

WSSU submitted a proposal to GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and a proposal to a program to prepare teachers in technology, both part of the U.S. Department of Education; and two proposals to the North Carolina Department of Public Instruction.

The GEAR UP proposal elicited the broadest support across the partnership. It was designed to enable a first generation of students to attend college. The proposal requested \$1.7 million. However, it was not funded. The cooperative planning team is working on resubmission.

As noted earlier, the proposal entitled "Preparing Tomorrow's Teachers to Use Technology" was funded for \$487,284. The funding from this proposal will provide technology training for preservice and inservice teachers.

Both the university and the school district made in-kind contributions to the two proposals. University faculty, school district personnel, community stakeholders, and politicians were actively involved in planning effective outcomes for students.

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The two proposals to the Department of Public Instruction went specifically to the Historically Minority Colleges and Universities Consortium, which is funded by the Department of Public Instruction and was established to close the achievement gap in North Carolina's schools. These proposals were funded for \$55,000, as noted earlier. More detailed descriptions of the two projects appear later in this report.

Involvement of Arts and Science Faculty

In collaboration with WSSU's International Studies program, faculty members in education and arts and sciences sponsored the Madie Hall Xuma celebration in spring 2000. Xuma was a native of Winston-Salem and an alumna of WSSU. She met a black South African physician, Alfred B. Xuma, while in graduate school at Columbia University and married him. Together she and her husband revitalized the youth wing of the African National Congress and recruited Nelson Mandela as a member. The School of Education wanted to honor her as part of the 75th anniversary of its elementary education program. Leon Woods, an artist-in-residence at Diggs Gallery, carved a bust to present on behalf of the university to Madie Hall Xuma's family in Winston-Salem. The director of the International Studies program recruited the South African Ambassador to the United States, Her Excellency Sheila V. M. Sisulu, to make the keynote presentation. Approximately 40 family members and friends came to participate in the program.

Steven D. Gish of Auburn University had recently published a biography, *Alfred B. Xuma: American, African, South African*. The director of the International Studies program arranged a book signing after the main program. The South African Ambassador made a presentation to the members of Madie Hall Xuma's family at the book signing. About 25 people from WSSU, the local school system (administrators, teachers, and students), and the local business community also attended. This event led to collaborative plans among faculty in arts and sciences and education for student and faculty exchanges with universities in South Africa.

Efforts to create a more diverse teaching force have been ongoing for the School of Education and the College of Arts and Sciences. Faculty members in both units have been actively involved in organizing and conducting workshops on multiculturalism. For example, during 1999-2000, in collaboration with the Winston-

Salem/Forsyth County Schools, WSSU sponsored a staff development workshop entitled "Infusing the Curriculum with Technology and Multiculturalism." The presenters showed how teachers could use Microsoft's Encyclopedia Encarta Africana to provide culturally significant information on various aspects of the history of Africa and African-Americans. This staff development initiative led to revisions in the WSSU course African American Culture and revisions in the curriculum at Philo Middle School in the Winston-Salem/Forsyth County Schools.

Action Research on a Yearlong Internship

The partnership has stimulated collaborative action research on preservice teacher preparation. One initiative involved yearlong student teaching. The purpose of the initiative was to improve the students' ability to translate theory into practice, to foster reflective thinking among all the participants, and to strengthen the working relationship among K-12 and postsecondary faculties. When the Teacher Education Committee agreed to pilot-test yearlong student teaching in WSSU's programs of study, the partnership coordinator, the coordinator of the Model Clinical Teaching Program, and the assistant principal of Konnoak Elementary School, a professional development school (PDS), decided to treat this initiative as an action-research project.

During the first semester of the internship, for one day each week, the participating education students visited the classrooms where they would later student-teach. They began a case study of an individual child, observed their cooperating teacher, and worked with children in small groups.

During the second semester, the students worked in the same classroom every day, taking on more and more teaching responsibilities. In addition, they met once a week in a Responsive Pedagogy Seminar to discuss their observations and their reflections on classroom experiences. University faculty and clinical faculty guided the discussions in the seminar.

The data collected from cooperating teachers, students, and administrators were very positive. As a consequence, the Teacher Education Committee chose to implement yearlong student teaching permanently. In addition, the three researchers submitted a manuscript on the internship for publication in the *North Carolina Journal of Teacher Education*.

Programs for Underserved and Disadvantaged Students

The mission of WSSU always has included a commitment to prepare educators to educate all students effectively. WSSU has brought that commitment to the partnership and has found committed partners.

For example, last spring, two proposals on closing the achievement gap were submitted to the North Carolina Department of Public Instruction. Funded for the 2000–2001 school year, both proposals were based on a needs assessment of the end-of-grade scores in reading, writing, and mathematics of students at Mineral Springs Elementary School.

One proposal, on direct instruction as an effective teaching strategy for students who are at risk, focused on a staff development initiative with all the third-grade teachers at Mineral Springs Elementary, which serves about 400 students. The whole faculty of the school, in collaboration with WSSU education faculty, was involved in helping enrich the school's curriculum.

The second proposal, entitled "Partners for Academic and Social Success," focused on parent involvement. Parent involvement will be incorporated into other parent-related activities, such as the PTA. A parent survey, Family Strengths Index, will be administered after a series of activities at the end of the year.

Professional Development of Teachers and Professors

Arts and science professors have been involved in inservice activities on multiculturalism and technology. The momentum from the celebration of Madie Hall Xuma has carried over into

collaborative projects among faculty in arts and sciences and education and teachers in the Winston-Salem/Forsyth County Schools. They are using Microsoft Encyclopedia Encarta Africana to support the North Carolina Standard Course of Study. That is, it is providing them with supplemental resources to teach about the African people. For example, when students are discussing North Carolina history, they can use Microsoft Encyclopedia Encarta Africana to capture supplemental information on the Wilmington Riot of the 1870s, in which a mob of white citizens ran the elected mayor out of town and burned the black community to the ground.

As noted earlier, during 1999–2000 a workshop entitled "Infusing the Curriculum with Technology and Multiculturalism" was presented to university staff, preservice and inservice teachers, and administrators from the Winston-Salem/Forsyth County Schools. The participants were surveyed to evaluate the workshop. The survey data indicated that the workshop was very helpful in providing information on multiculturalism and technology and in showing participants how to infuse the information into curricula.

There has been an ongoing process to get teachers, professors, prospective teachers, and administrators involved in professional development on technology. Konnoak Elementary School was the first PDS to set up a computer lab, and this year WSSU assisted Philo Middle School in setting one up. The computer labs support instruction—for example, by enabling teachers to search the Internet for information for lesson plans and classroom research assignments. They also help teachers and staff keep records. The activities that take place in the computer labs have been stepping-stones to other involvement, such as outside agencies helping educate other people about technology.

Following are some specific activities that have taken place in the computer labs:

- The School of Education has worked with Konnoak Elementary and Philo Middle on staff development to address alignment of technology competencies within the curricula.
- A technology specialist from the School of Education has developed three computer workshops for preservice teachers, teachers, parents, and students at Konnoak Elementary and Philo Middle. Two workshops were conducted in fall 1999 and one in spring 2000.



Feedback from student teachers at WSSU indicates that they receive support and encouragement from the members of their cohorts.

School-University Collaboration in Teaching Methods Courses

To help students translate theory into practice and to provide them with a more effective clinical experience, faculty members in education and in arts and sciences and teachers from the local school district have collaboratively taught methods classes in several partnership schools. Methods courses in reading, social studies, English, mathematics, and science have been taught at elementary, middle, and high schools. Feedback from the exit interviews with graduating seniors and survey data from cooperating teachers indicate that this initiative has been successful.

Scholarship Reconsidered

In 1999–2000 the School of Education started implementation of a three-year development plan for faculty. The discussions began on how to address broader definitions of scholarship, which emphasized the importance of peer review in the scholarship of discovery, application, and synthesis. Faculty evaluations for tenure and promotion are based on teaching, research, university services, and community service. Faculty members develop weighted objectives in these four categories for their preevaluation conference with their department chair at the beginning of the school year. The School of Education hopes that faculty members' research and service will reflect the scholarship of discovery, application, and synthesis.

Partnership Evaluation

The partnership has used a number of methods to capture evaluation data:

- Feedback from workshop participants: This feedback indicated that sharing of experiences, cultures, and diversity was very helpful.
- Feedback from staff/professional development sessions: This feedback indicated that computer-lab activities such as searching the Internet, assessing students' performance, setting up a grading system, and seeking new information were very helpful.
- Surveys of and evaluations from first-year teachers and other graduates: Data gathered using these methods indicated that the new student-teaching paradigm was perceived as very effective.

- Graduates' exit interviews: This method provided comments on the programs that need improvement and the programs that were quite helpful in graduates' academic growth.

The partnership received feedback from student teachers, university/school supervisors, and administrators. There were 47 responses from student teachers, 18 from university/school supervisors, and 3 from administrators. A content analysis of the responses revealed the following to be the most frequent ones:

- Students should work in cohorts and support one another.
- Student teachers are well versed in subject matter.
- Student teachers need to be involved more in technology.
- Student teachers have been prepared well for the classroom.

Impediments

The major impediment to more effective implementation of the partnership concept is lack of resources. The partnership needs current instructional technology in the laboratories in the School of Education and in the laboratories and the classrooms of the schools where WSSU places its student teachers so that they can take advantage of technology as they learn to implement their instructional and assessment strategies.

The partnership has found that early clinical experience for education students—that is, experience as sophomores and juniors—helps them understand schools, schooling, and their reaction to the profession. However, reflection on and discussion of clinical experiences are very labor-intensive for the faculty. The limits on available faculty time to process clinical experiences are an impediment to the partnership's initiatives.

Another impediment, more complicated to explain, relates to the multiple methods from various agencies to maintain accountability in teacher education programs. Partnership personnel spend a lot of time creating and reviewing reports—time that could have been spent in program planning and implementation. Effective accountability measures are necessary, but they must be cost-efficient in terms of the faculty and the staff who implement the partnership programs.

Lessons Learned

Partnership personnel have learned a number of lessons during the 1999-2000 program year:

- Collaborative professional development can enrich the schools and the university.
- Schools are a good place to teach preservice teachers about the profession and the art of teaching.
- Collaboration is the key to effective communication. Once partners begin to work together consistently toward common goals, formal and informal communication networks emerge. Through communication, the most rewarding activities have been shared, and some needing improvement have been identified.
- Early and extended field experiences offer preservice teachers the opportunity to observe and to participate in promising or best practices in education.
- As the partnership expands within the local school system and gradually moves into neighboring counties, equity among partners will be a great concern. To ensure equity, the partnership must look for additional faculty members to take on active roles in the schools and in related school activities.
- Active recruiting is needed to attract more minorities into teaching. Recruitment can start in the middle grades and continue through high school. The importance of recruiting people of color must be communicated more to principals, veteran teachers, guidance counselors, and students.
- The need to bridge the cultures of the school and the university has raised a number of issues:

How can the school and the university come to view the partnership as one entity?

How can the partnership become more of a collaborative effort in which all interested parties share responsibilities?

How can the partnership be less threatening to participating institutions?

How can the partnership create new ideas in education?

Next Steps and Future Aspirations

The partnership between WSSU and the Winston-Salem/Forsyth County Schools has provided services to preservice teachers, inservice teachers, staff, students, and parents. Members of the partnership expect to pursue the following goals next year:

- Increase the number of faculty members who are actively involved with schools
- Expand the partnership to neighboring counties, including Davidson, Davie, and Stokes
- Develop programs that lead to state certification of teacher assistants in Davidson, Davie, Forsyth, Stokes, Surry, and Yadkin counties
- Initiate more staff development in technology and cultural competence for preservice and inservice teachers
- Help develop instruments and procedures for authentic assessment of student learning
- Create a database to support record-keeping for internal program planning and external reporting
- Educate all stakeholders involved to value new technology; to have high expectations; to be collaborative problem solvers; and to create a database for informed decision making

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Profile of USTEP Based at WSSU

SCHOOLS

Number of school districts involved in partnership	1
Number and types of schools (overall) across participating districts:	
ELEMENTARY MIDDLE SECONDARY OTHER	
38 14 11 3	
Student enrollment (overall) across participating districts	44,560
Racial and ethnic makeup of student body across participating districts:	
WHITE BLACK HISPANIC OTHER	
54.8% 36.4% 5.8% 3.0%	
Number and types of schools involved in partnership:	
ELEMENTARY MIDDLE SECONDARY OTHER	
12 4 4 2	
Student enrollment in schools involved in partnership	13,368
Racial and ethnic makeup of student body in partnership schools:	
WHITE BLACK HISPANIC OTHER	
34.8% 66.0% 0% 0%	
Percentage of students on free or subsidized lunch program in partnership schools	52%
Number of teachers (overall) in partnership schools	420
Number of teachers in partnership schools involved in partnership activities	100
Number of cooperating/clinical teachers in partnership schools	55
Number of nationally certified teachers in partnership schools	2
Are cooperating/clinical teachers, mentors, or clinical instructors rewarded for their work?	
MONEY TUITION PRIVILEGES HONORS	
COOP./CLIN. TEACHERS Yes — — —	
MENTORS No — — —	
CLIN. INSTRUCTORS Yes — — —	

UNIVERSITIES

Number of education faculty (overall):	Full-time 13, Part-time 6
Number of education faculty involved in partnership:	Full-time 7, Part-time 3
Number of arts and science faculty involved in partnership:	Full-time 4, Part-time —
Number of students preparing to teach (prospective teachers):	Undergraduate 46, Graduate —
Percentage of prospective teachers (total of undergraduate and graduate) by level:	
ELEMENTARY MIDDLE SECONDARY SPEC. ED. OTHER	
65% 5% 15% 15% —	
Number of prospective teachers (total of undergraduate and graduate) working in partnership schools in last two academic years:	
	1998–1999 1999–2000
In Pre-Student-Teaching Clinical/Field Experiences	200 275
In Student Teaching	40 39
In Post-Student-Teaching Experiences	— —
In Other Assignments	— 7
Percentage of prospective teachers (total of undergraduate and graduate) involved in partnership program	90%
Number and level of graduates over last three years who have completed teacher education program:	
ELEMENTARY MIDDLE SECONDARY OTHER % MINORITY	
1998 17 1 5 4 56%	
1999 20 2 7 8 62%	
2000 25 3 9 9 63%	
Percentage of graduates employed in teaching	NAV
Degrees offered that lead to certification:	
BA, BS	

— = no answer; NAV = not available

The University of North Carolina Deans' Council on Teacher Education

Vision Statement

The University of North Carolina's schools, colleges and departments of education, in collaboration with public school partners and others, are committed to producing professional educators of the highest quality and to supporting their continued development on behalf of children in North Carolina.

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